

379.14

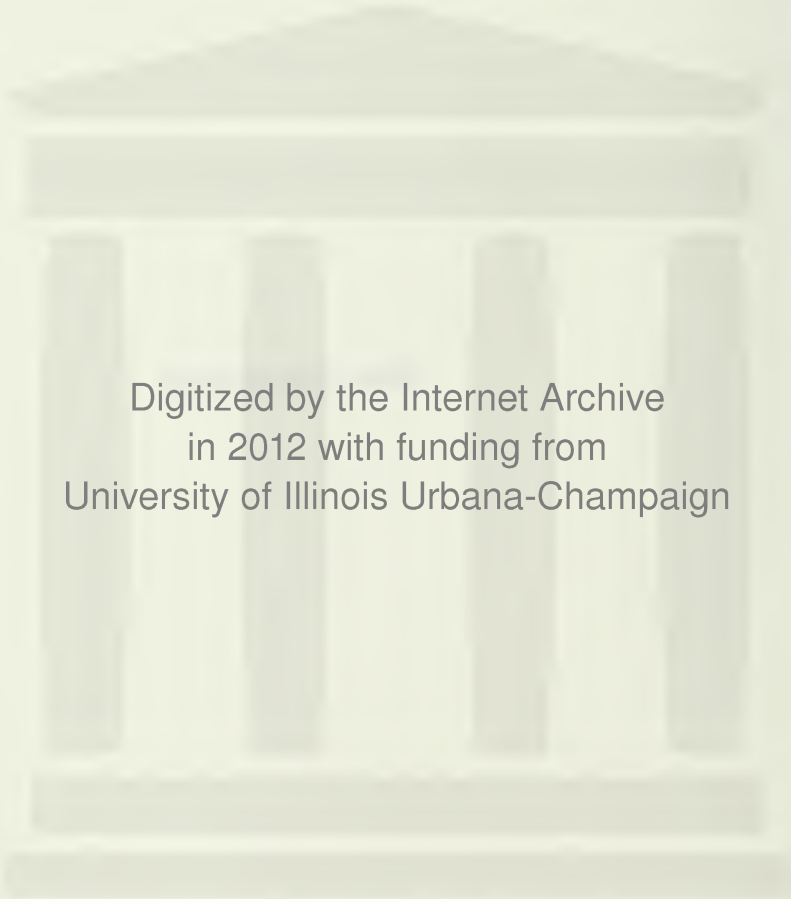
I l 61s

1825



ILLINOIS HISTORICAL SURVEY





Digitized by the Internet Archive
in 2012 with funding from
University of Illinois Urbana-Champaign

~~711-870~~
~~8~~

Centennial Celebration
of the Enactment of the
First Free School Law
In Illinois

1825-1925



Issued by
FRANCIS G. BLAIR
Superintendent of Public Instruction

Centennial Celebration
of the Enactment of the
First Free School Law
In Illinois

1825-1925

Circular No. 203



Issued by
FRANCIS G. BLAIR
Superintendent of Public Instruction

[Printed by authority of the State of Illinois.]



SCHNEPP & BARNES, PRINTERS
SPRINGFIELD, ILL.
1925

35697—40M

379.14
Ill
1825

Ill. Historical
Survey

CONTENTS.

	PAGE
Introductory statement	4
The First Free School Law—Comments, F. G. Blair.....	6
Original Bill as introduced—As preserved in State Archives.....	13
Amendments to the original bill as found in Senate Journal.....	17
Facsimile of the first free school law.....	19
An Act providing for the establishment of free schools—reprinted.....	32
Who composed the Senate which passed the first free school law.....	37
Who were the members of the lower house which passed the first free school law	38
Samuel Willard's statement about the first free school law.....	39
Pillsbury's comment on the first free school law.....	41
Preamble to the law establishing Vincennes University.....	43
Thomas Jefferson's services to public education.....	45
Thomas Jefferson's bill establishing a system of public education.....	46
Nathaniel Pope's services to education.....	53
Nathaniel Pope's great service in Congress.....	54
Act of Congress, April 18, 1818.....	56
Edward Coles on education.....	58
Governor Cole's first and second messages to Illinois Legislature.....	60
Cole's appraisalment of his work.....	60
Governor Joseph Duncan and his message on education.....	62-64

INTRODUCTORY STATEMENT.

Every student of Illinois history, every school officer, every teacher, every citizen interested in the progress of public education will be glad to have assembled for him the facts relating to the enactment of the first free school law in the commonwealth of Illinois.

If Illinois had only followed the other states in the matter of education, as it did in many other lines of legislative enactments, the passage of the free school law of 1825 would still be an event worthy of commemoration. But in the adoption of this free school law it went beyond any state enactment of that time. To be sure, some of the New England states had made legal provisions for establishing schools. Those provisions, however, were fragmentary and did not constitute in any way what might be called a system of free schools. It is also true that there was offered in the House of Burgesses in Virginia in 1778 a remarkably definite bill for establishing free schools in the commonwealth of Virginia. The same bill with certain modifications was again brought before the legislature of Virginia in 1817. But in none of the commonwealths was so comprehensive a system with such ample provisions for establishing free schools with local taxation and with direct state aid enacted into law. In many respects the law of 1825 was twenty-five years ahead of its time. It is, therefore, an event of paramount importance in the history of this commonwealth and is worthy of commemoration in this centennial of its enactment.

The legislature having failed to make an appropriation for such a proper celebration, I am, out of the funds appropriated for this office, publishing data which may be used by school teachers and school officers in observing the main features of this great event. In preparing this circular I am under obligation to the Secretary of State, Honorable L. L. Emmerson, for the privilege of making a photographic copy of the law as passed by the Fourth General Assembly and signed by Governor Coles for the Commission of Revision. So far as I know this is the first time that this great document has ever been photographed or even read in its original form by any school officers or historians. Many of the references in Illinois histories to the law show clearly that the writers had never seen the law itself.

I have made a careful study of the Journals of the House and Senate of the fourth session of the General Assembly to discover every record that was made concerning the passage of this law. As Mr. Pillsbury says in the article which I have quoted in this circular, most of the activities which brought it about are not matters of record. We have to think of Governor Duncan and the friends of the bill in the committees on the floor of the Senate and House of

the session at Vandalia, talking, arguing, overcoming now this objection and now that objection. We must vision Governor Coles, the friend of Thomas Jefferson, the friend of freedom and education, lending his direct but tactful assistance at every turn. We who have had something to do with school legislation in Illinois in the last twenty years must look upon the achievement of Senator Joseph Duncan as somewhat of a miracle. There are, however, in the bill evidences of compromises and concessions which weaken the large purpose of the bill as it was first introduced. No doubt these concessions had to be made to save it from defeat.

I am including in this circular some matters and records relating to Thomas Jefferson and Nathaniel Pope which in my opinion helped to make possible the great achievement of Senator Duncan and Governor Coles.

I hope that school superintendents, school teachers, school officers will use the material here presented in preparing programs for observing the hundredth anniversary of the passage of the first free school law.

J. G. Blair
Superintendent.

THE FIRST FREE SCHOOL LAW IN ILLINOIS.

(Written by F. G. BLAIR for the Illinois Blue Book 1925, and reproduced here by the permission of the Secretary of State.)

On January 15, 1825, the first free school law enacted in the state of Illinois was signed by Governor Edward Coles. In September of that year the first free schools supported by a public tax were organized under this law. A bill was introduced in the Fifty-fourth General Assembly making provisions for a proper celebration of this important centennial. It failed to become a law. This fact, however, should not deter every public official in the state from doing all within his power to revive the events surrounding the enactment of this law and to arouse an appreciation of the heroic, courageous efforts of the men who were responsible for this law. Such a centennial celebration can not adequately be made without the mention of at least four men. The first of these is Thomas Jefferson.

In 1777-78 Illinois Territory was a county of Virginia. Thomas Jefferson was a member of the House of Burgesses. He offered before that assembly a bill on free schools which he had worked out in great detail. It provided:

1. For dividing each of the several counties of the state into 100 districts. These districts through a tax should provide school grounds and houses, physical equipment and apparatus and "provide the diet, lodging and washing for the teacher." The salary of the teacher was to be paid by the county. The county districts were to be divided in groups of ten each. Over each one of these groups was provided an overseer "eminent for his learning, integrity and fidelity to the commonwealth" who should visit the schools, counsel with the teachers, and see that the course of study which was to be provided by the College of William and Mary was followed.

2. The state was to be divided into 20 districts. One hundred acres of land centrally located in each of these twenty districts were to be selected. A brick or stone building was to be erected providing "proper school rooms, a dining room, four rooms for a master and an usher and ten or twelve rooms for pupils and necessary offices." All of this was to be paid for by the state. These twenty schools were called colleges or academies. They were in reality high schools. Jefferson provided in his bill the course of study. Over each of these twenty academy districts an overseer was appointed who was to select the teacher, visit the school, examine the papers. He also visited the elementary and grammar schools and selected a pupil each year from every school "of the most promising genius and disposition" to be sent to the academy. He also selected one pupil each year from the academy to be sent to the State University, such pupil "to be boarded and educated at the expense of the state for at least one year."

3. The bill provided for transforming the college of William and Mary to a state university.

Only that part of the bill which divided the counties into 100 districts was enacted into a law, and that with a proviso making it optional with the county board. Not a single county adopted it. Thomas Jefferson's interests, however, never flagged, and in 1824 we find him again presenting essentially the same bill to the law making body of Virginia.

Disappointed but not disheartened by the failure of his first attempt to establish a state system of free schools he came back to the Legislature of Virginia in 1817 with a new bill embodying all of the main features of the bill of 1778, with some new and strange provisions. (The letter which accompanied this new bill is printed in the circular on page 46.)

To Thomas Jefferson also must be given the main credit for the following achievements, all of which bear a direct relationship to the establishment of free schools in Illinois:

(1) The sending of George Rogers Clark into this western territory, wresting it from the British and adding it to Virginia.

(2) The cession of this western territory by the state of Virginia to the federal government.

(3) The organization of this western territory under the ordinances of 1785 and 1787.

These ordinances provided that "the 16th lot or section in every township should be given for the maintenance of public schools in said township." This famous ordinance also provided that "religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." Naturally, as Illinois was carved out of this territory, it benefited directly from these great provisions.

The second one of these four men to be mentioned is Nathaniel Pope. It is well that one of the leading and most prominent counties of the state at that time was named in his honor. He was territorial delegate in 1818. He performed two great acts which helped to make possible the free school law of Illinois.

The first was the extension of the boundary of Illinois practically sixty miles farther north than the boundary set by the ordinance of the Northwest Territory. That ordinance provided that three states should be carved out of this Northwest Territory "whose northern boundary should be a line passing due east and west through the southernmost tip of Lake Michigan." Ohio conformed to that line. Indiana went beyond it and a contest arose between Indiana and the territory of Michigan. A little war was impending when the federal government took from the territory of Wisconsin what now constitutes the northern peninsula of Michigan and gave it to that state as a compensation for its territory which had been taken by Indiana. Nathaniel Pope, when asked by the men in Congress why he asked for such a large addition of territory, said in substance: I can see impending dangers of dissolution in this growing Republic. The day may come when the South will tend to fall away

from the North and the West to fall away from the East. If you will extend Illinois sixty miles up along the west shore of Lake Michigan, this new commonwealth will thus be joined to Indiana, Ohio, Pennsylvania, and all the middle Atlantic and New England states through the Great Lakes and joined to the south through a canal and the Mississippi river. When the war between the north and south shall come, Illinois will help to hold the Union together.

Of course, he could not have foreseen that when that event should actually come there should be raised up on the broad prairies of this commonwealth Abraham Lincoln and Ulysses S. Grant who would actually hold the Union together and re-establish it upon broader and firmer foundations.

The adding of this territory out of which twelve counties have been carved also attracted to this state New England and middle Atlantic state people who had high standards of education and who helped to promote the establishment and maintenance of free public schools.

The second contribution of Nathaniel Pope was more direct. The federal government had given to Indiana in its enabling act 5 per cent of the proceeds of the sale of public lands for the building of good roads. Nathaniel Pope advanced the rather strange argument that Illinois was mainly a level prairie state and that good roads would be established through the enterprise and energy of the people themselves; that the imperative need of the new commonwealth would be mainly to establish and maintain schools. The government provided lands for township schools and for academies and colleges, but land was plentiful and it would be a long time before these schools could realize much from the sale of these lands. He, therefore, urged that 3 of the 5 per cent on the sale of public lands should be given to Illinois for public schools. One-sixth of this amount was to be set aside for the establishment of a university and five-sixths of it for the common schools. This provision congress allowed in the enabling act. (For a digest of his statements see quotations from Congressional record on page 54 of this Circular.)

The other two men who had to do directly with the enactment of the free school law are Governor Edward Coles and Senator Joseph Duncan, afterwards governor. It is clear that both of these men in their educational philosophy and plans were influenced very directly by Thomas Jefferson. Edward Coles had come to this new commonwealth from Virginia to get away from the curse of slavery. He believed that freedom and education were handmaids one of the other; that in order to insure perpetual, universal freedom there must be universal education.

He was elected in November 1822 as governor of the state. On December 6, 1822, in his message to the General Assembly he makes the following recommendation:

"Whilst we bestow these just praises on the political system under which we live, it is one of our first duties to keep in mind that its preservation can be no otherwise secured than by cultivating in the mass of society that intelligence and virtue on which such a system

rests. There is no recommendation, therefore, more due from my station than that of a competent provision for the education of the rising and succeeding generations in the several branches of useful knowledge and for maintaining the public morals in their purity, and I trust that the subject will be thought by the legislature to merit all the attention which I ask for it."

Unfortunately, this session of the General Assembly used all of its time and energy in the consideration of a recommendation which had preceded this one in the Governor's message. That recommendation concerned the modification of the so called Black laws of Illinois. It led to a proposal on the part of the pro-slavery members of the General Assembly to call a constitutional convention. The pro-slavery element won out, but Governor Coles and his followers in the election which was called succeeded in defeating the call for a constitutional convention, which had for its object the making of Illinois a slave state in spite of the provision of the Northwest Territory which said that "slavery nor involuntary servitude save as a punishment for crime shall exist in said territory."

In the election of members to the General Assembly many of the bitter enemies of Governor Coles were defeated and some new friends were elected. On November 6, 1824, in his message to the General Assembly he makes the following recommendation on education: "There is no subject claiming the attention of the legislature of more vital importance to the welfare of the state and its future generations and respectability than the provisions which should be made for the education of the rising and succeeding generations. Intelligence and virtue are the main pillars in the temple of liberty. A government founded on the sovereignty of the people and resting on and controlled by them can not be respectable or even long endure unless they are enlightened. To preserve and hand down to the continuous line of generations that liberty which was obtained by the valor and virtue of our forefathers, we must make provisions for the moral and intellectual improvement of those who are to follow us and who are to inherit and have the disposal of the inestimable boon of self-government. The United States has made a most liberal provision in land for township schools and a university. But from the present superabundance of lands, these will not be productive of large revenues for many years to come; they should, however, be strictly husbanded as a rich source from which to supply future generations with the means of education. In the meantime, would it not be wise to make legal provisions to assist in the support of local schools?"

Fortunately for the cause of public education there was in the Senate at the time this recommendation was made a senator from Jackson county named Joseph Duncan. He too had come to Illinois from a slave state, the state of Kentucky. A few days before the Governor had read his message, Senator Duncan had stood in the senate and moved that the senate committee on seminary lands be renamed and that its new name should be a Committee on Seminary Lands and Public Education. So far as I know, this is the first formal use of the term "public education" in the Illinois General Assembly.

When the Governor had finished his message, that portion relating to the seminary lands and to the establishment of free schools was referred to this committee whose chairman was Senator Duncan. The following quotations from the Senate and House Journals will show the progress of this bill:

Senate Journal, page 52. December 1, 1824.

"Mr. Duncan, from the committee on seminary lands and education, reported a bill for 'An Act for the establishment of free schools'; which was read the first time; and,

On motion, by Mr. Lemen,

Ordered to be read a second time on Wednesday next."

Senate Journal, page 70. December 8, 1824.

"The bill entitled 'An Act providing for the establishment of free schools' was read the second time; and,

On motion, by Mr. Widen,

Committed to a committee of the whole and made the order of the day for tomorrow."

Senate Journal, page 74. December 9, 1824.

"On motion by Mr. Baird,

The Senate resolved itself into a committee of the whole, Mr. Sloo in the chair, on the bill entitled, 'An Act providing for the establishment of free schools'; and after some time spent therein Mr. Speaker resumed his chair and Mr. Sloo, reported that the committee of the whole had, according to order, had said bill under consideration, and had directed him to report progress, and ask leave to sit again on said bill tomorrow.

On motion, by Mr. Bliss,

Ordered, that the committee of the whole have leave to sit again on said bill tomorrow."

Senate Journal, page 78. December 10, 1824.

"On motion, by Mr. Ewing,

The senate resolved itself into a committee of the whole on the bill providing for the establishment of free schools, Mr. Widen in the chair, and after some (time) spent therein, the committee rose, Mr. Speaker resumed the chair, and Mr. Widen reported that the committee of the whole had, according to order, had said bill under consideration, and made some amendments thereto, in which he was directed to ask the concurrence of the senate.

On motion, by Mr. Widen,

Ordered, that the report of the committee of the whole lie on the table";

Senate Journal, page 80. December 11, 1824.

"On motion, by Mr. Widen,

The bill providing for the establishment of free schools was taken up, and,

On motion, by Mr. Duncan,

Said bill, together with the report of the committee of the whole, was referred to the committee on seminary lands and education."

Senate Journal, page 82. December 13, 1824.

"Mr. Duncan from the committee on seminary lands and education, to whom was committed the bill 'providing for the establishment of free schools,' reported the same with some amendments, which were concurred in.

Mr. Baird moved to amend the 19th section, by striking out the words 'to appoint some person whose duty it shall be,' and on the question being put on so amending the bill, it was decided in the negative.

On motion, by Mr. Duncan,

The bill was amended by striking out of the 10th line, 14th section, the word 'law' and inserting in lieu thereof the words 'the law regulating the collection of taxes within this state' when the bill was

Ordered to be engrossed for a third reading tomorrow."

Senate Journal, page 85. December 14, 1824.

"The engrossed bill entitled, 'An Act providing for the establishment of free schools,' was read a third time.

On motion, by Mr. Duncan,

The bill was amended by inserting after the word 'levied,' the words 'which warrant shall be his authority for collecting the same'; and by striking out the word 'eighteen' wherever it occurs in the bill, and inserting in lieu thereof the word 'twenty'.

The question was then put on the passage of the bill, and decided in the affirmative.

Ordered, that the title of the bill, be as aforesaid, and that the secretary inform the House of Representatives thereof, and ask their concurrence therein." Taken from the 'House Journal' fourth session of the General Assembly.

Senate Journal, page 96. December 15, 1824.

A message from the Senate, by Mr. West, their secretary:

"Mr. Speaker—The Senate have passed a bill of the following title, to-wit: 'An Act providing for the establishment of free schools'; in which they ask the concurrence of the House of Representatives."

Senate Journal, page 189. January 4, 1825.

"Mr. Churchill from the select committee to which was referred that part of the Governor's message which relates to seminary lands and to which was also referred the bill from the Senate entitled 'An Act providing for the establishment of free schools,' reported said bill with sundry amendments; which were read and concurred in."

Senate Journal, page 186. January 8, 1825.

"Mr. Speaker—The House of Representatives have concurred with the Senate in the passage of bills of the following titles, to-wit: 'An Act providing for the establishment of free schools'";

(Photographic reproductions of these amendments as offered and adopted are printed on page 17 of this circular.)

This bill was signed by Governor Coles on the 15th day of January and it became a law.

The Secretary of State is publishing in connection with this article a fac simile of the original bill as filed in the office of the Secretary of State, with the Governor's signature. This is a most historic document in the annals of the educational history of this commonwealth, and the Secretary of State is to be commended for his interest in the celebration of this great centennial.

One or two other matters are essential to the completeness of this article. It has been a mooted question with the historians of the state as to whether any schools were ever established under the provisions of this act. It was the most advanced and forward looking law on public education which had ever been enacted in any of the commonwealths. It is fair to assume that relatively few of the members of the General Assembly understood its far reaching provisions. Governor Coles, Senator Duncan and a few others of the leading spirits did understand its meaning. Immediately upon its publication violent opposition arose to those provisions which required the establishments of districts, the erection of school buildings and maintenance of schools by public taxes,. So immediate and so violent was this opposition that historians very generally have assumed that no schools were organized under the provisions of the law.

However, Dr. Paul Belting of the University of Illinois made a study of the records of the commissioners court in Madison county and found that at least five schools were organized under the provisions of this act. As Governor Coles resided in this county, these results no doubt may be attributed to his influence.

Senator Duncan has perhaps never received the credit due him for his part in the writing of this bill and in the securing of its enactment. In 1832 in his message to the General Assembly he states in forceful, eloquent words his belief in the need of the establishment of free schools in a state where the sovereignty resides in the people and closes with this statement:

"Entertaining such views in 1825 while a member of the senate, I submitted (in a preamble to a bill for the establishment of free schools) a sentiment and still considering it sound and just, I beg leave to quote the following extract: 'To enjoy our rights and liberties we must understand them; their security and protection ought to be the first object of a free people, and it is a well established fact that no nation has ever continued long in the enjoyment of civil and political freedom, which was not both virtuous and enlightened, and believing that the advancement of literature always has been and ever will be the means of developing more fully the rights of man—that the mind of every citizen in a republic is the common property of society, and constitutes the basis of its strength and happiness, it is therefore considered the peculiar duty of a free government like ours to encourage and extend the improvement of the intellectual energies of the whole.' Since then, I have reflected much on the subject, and am more fully convinced that such a policy is perfectly consistent with the rights and interests of every citizen, and that it is the only one calculated to sustain our democratic republican institutions; in fact, general education is the only means by which the rich and the poor can be placed upon the same level, and by which intelligence and virtue can be made to assume its proper elevation over ignorance and vice."

In light of the facts that the law of 1825 had met with such bitter opposition, that all of its main provisions were repealed by the next General Assembly, it required great political statesmanship and courage on the part of Governor Duncan to take this definite stand at this time. It is very proper, therefore, that in all the public schools of the state, and for that matter in all other schools and public organizations, proper notice should be taken of this centennial year and appropriate memorial exercises appreciative of the services of these men should be held.

(The original bill as introduced as preserved in the State Archives.)

S. NO. 1.

A BILL

Providing for the establishment of Free Schools.

To enjoy our rights and liberties, we must understand them: their security and protection ought to be the first object of a free people: and it is a well established fact, that no nation has ever continued long in the enjoyment of civil and political freedom, which was not both virtuous and enlightened: and believing that the advancement of literature always has been, and ever will be, the means of developing more fully the rights of man; that the mind of every citizen in a republic is the common property of society, and constitutes the basis of its strength and happiness: it is therefore considered the peculiar duty of a free government like ours, to encourage and extend the improvement and cultivation of the intellectual energies of the whole: Therefore,

Sec. 1. *Be it enacted by the People of the State of Illinois represented in the General Assembly,* That there shall be established a common school or schools in each of the counties of this state, which shall be open and free to every class of white citizens between the ages of five and eighteen years.

Sec. 2. *Be it further enacted,* That the county commissioners' courts shall, from time to time, form school districts in their respective counties, whenever a petition may be presented for that purpose, by a majority of the qualified voters resident within such contemplated district: *Provided,* That all such districts, when laid off, shall, respectively, contain not less than thirty families.

Sec. 3. *Be it further enacted,* That the legal voters in each district to be established as aforesaid, may have a meeting at any time thereafter, by giving ten days previous notice of the time and place of holding the same; at which meeting they may proceed by ballot to elect three trustees, one clerk, one treasurer, one assessor, and one collector, who shall respectively take an oath of office faithfully to discharge their respective duties.

Sec. 4. *Be it further enacted,* That it shall be the duty of the trustees to superintend the schools within their respective districts, to examine and employ teachers, to lease all land belonging to the district, to call meetings of the voters whenever they shall deem it expedient, or at any time when requested so to do by five legal voters, by giving to each one at least five days notice of the time and place of holding the same, appointing one or more persons living within the district to serve the necessary notice, to make an annual report to the county commissioners' court of the proper county of the number of children living within the bounds of such district, between the ages of five and eighteen years, and what number of them are actually sent to school, with a certificate of the time a school is actually kept up in the district, with the probable expense of the same.

Sec. 5. *Be it further enacted,* That each and every school district, when established and organized as aforesaid, shall be, and they are hereby, constituted a body politic and corporate, so far as to commence and maintain actions on any agreement made with any person or persons, for the non-performance

1 thereof, or for any damage done their school-house, or any other property which may belong to, or be
2 in possession of, such school; and to be liable to have any action brought and maintained against them
3 for the non-performance of any contract by them made.

Sec. 6. *Be it further enacted*, That it shall be the duty of the trustees to prosecute and defend all
2 such suits in the name of the trustees, for the use of the school district, giving it its proper name: And
3 that it shall be lawful for the said trustees, in the name and for the use of the said district, to pur-
4 chase, or receive as a donation, and hold in fee simple, any property, real or personal, for the use of the
5 said school district; and may prosecute or defend any suit or suits relative to the same: And it also shall
6 be the duty of the trustees to give orders on the treasurer of the said district for all sums expended in
7 paying teachers, ~~building houses, furnishing school, furniture,~~ ^{transportation} and all other expense necessarily in-
8 curred in establishing, carrying on, and supporting all schools within their respective districts: And at the
9 regular annual meeting of the inhabitants of the district, the said trustees shall, together with the other
10 officers, settle all accounts which shall have accrued during the year for which they were elected.

Sec. 7. *Be it further enacted*, That it shall be the duty of the clerk of each district to keep a book,
2 in which he shall make true entries of the votes and proceedings of each meeting of the voters of the
3 district, and of the trustees, which shall be held according to law, and to give attested copies thereof;
4 which shall be legal evidence in all courts within this state.

Sec. 8. *Be it further enacted*, That it shall be the duty of the treasurer of each school district to re-
2 ceive all monies belonging to the same, and pay it over for the use of the school, to the order of the ^{a majority of all}
3 legal voters, by vote, in general meeting, or to the order of the trustees, requiring at all times written
4 vouchers for such payments, stating the purpose for which it is made.

Sec. 9. *Be it further enacted*, That it shall be the duty of the collector of each school district to
2 collect all the monies belonging to, or due to the same, when directed so to do; and to collect such
3 taxes as, by the vote of the district, shall be levied; and to pay over all monies, when collected, to the
4 treasurer of said district within twenty days after such collection, except 5 per cent. which he shall
5 retain for his services, taking his receipt for the same.

Sec. 10. *Be it further enacted*, That it shall be the duty of the assessor of each school district to
2 assess all such property belonging to the inhabitants of said district, as he ^{may be directed to assess by} ~~may be directed to assess by~~
3 the vote of a majority of the voters in such district, and to make return of the same within thirty days
4 after such assessment, to the trustees of said district.

Sec. 11. *Be it further enacted*, That when any legal voter living within any school district shall be
2 duly elected or appointed, according to the second section of this act, trustee, clerk, treasurer, collector,
3 assessor, or to serve a notice, and who shall refuse or neglect to discharge the duties of the same, shall
4 if a trustee, be fined in the sum of ten dollars; if a clerk, in the sum of eight dollars; if a treasurer, in
5 the sum of five dollars; if an assessor, in the sum of five dollars; and if a person appointed to serve a
6 notice of any meeting, in the sum of five dollars; and for a neglect to settle all of their respective ac-
7 counts at the end of the year for which they were elected, the trustees, clerk, collector and treasurer,
8 shall be fined the sum of twenty dollars; which, together with all other fines imposed in this act, shall
9 be collected by suit before any justice of the peace within the proper county; and when collected,
10 shall be paid over to the treasurer of the district for the use of the school or schools within the same.

Sec. 12. *Be it further enacted*, That the legal voters within any school district, lawfully assembled,

shall have the following powers, to wit: to appoint a time and place of holding annual meetings, to select a place within the district to build a school-house, to levy a tax upon the inhabitants of their respective districts to do all and every thing necessary to the establishment and support of schools within the same. *not exceeding one half per centum nor amounting to more than ten dollars per annum on any one person*

Sec. 13. *Be it further enacted*, That one of the Trustees shall preside at all meetings of the voters, who shall put all questions upon which a vote is to be taken; and when the vote is taken upon levying a tax upon the district, each of the voters present may propose a sum to be levied, and the vote shall be taken upon the highest sum proposed first, and in case of a disagreement, upon the next highest, and so on down, until the majority shall agree. *of all the legal voters within the district who lawfully assemble*

Sec. 14. *Be it further enacted*, That it shall be the duty of the trustees, or a majority of them, to furnish the collector with the following warrant to collect such taxes as may be so levied, (to wit):

State of Illinois, } To A. B. collector of the school district in the county aforesaid, GREETING
County, ss. } In the name of the people of the state of Illinois, you are hereby required and commanded to collect from each of the inhabitants of the said school district, the several sums of money written opposite their names in the annexed tax-list; and within sixty days after receiving this warrant, to pay the amount of monies by you collected, into the hands of the treasurer of the aforesaid district, and take his receipt for the same; and if any one or more of the said inhabitants shall neglect or refuse to pay the same, you are hereby further commanded to levy on the goods and chattels of each delinquent and make sale thereof according to law. Given under our hands this day of

11 A. D. 18

The annexed Tax List.

G. H.	-	-	\$1	50
I. J.	-	-	5	00
K. L.	-	-	5	00

A. B. }
C. D. } Trustees,
E. F. }

Sec. 15. *Be it further enacted*, That for the encouragement and support of schools respectively, established within this state, according to this act, there shall be appropriated for that purpose two dollars out of every hundred hereafter to be received into the treasury of this state; also five-sixths of the interest arising from the school fund; which shall be divided annually between the different counties of this state, in proportion to their representation after the next apportionment; until which time no such dividend shall take place.

Sec. 16. *Be it further enacted*, That it shall be the duty of the auditor to issue his warrant upon the treasury on the first day of January after the next apportionment of the representation of this state; and on the first day of January, in each and every year, or as soon thereafter as application is made to him by the treasurers of the respective counties; for the several sums which may be their proportion of the said revenue and interest as appropriated by the fifteenth section of this act.

Sec. 17. *Be it further enacted*, That it shall be the duty of the treasurer of the county, to pay over to the treasurer of each school district lawfully established within such county, on the first day of March in each and every year, their respective proportions of the money received by them according to the sixteenth section of this act, which proportion shall be ascertained by the certificate of the trustees of the several districts of the number of children within their respective limits between the ages of five and

6 eighteen years : *Provided however*, that no district shall be entitled to receive any part of the money
 7 thus appropriated, unless it has kept a school in actual operation, at least three months in the year for
 8 which the appropriation is made.

Sec. 18. *Be it further enacted*, That the trustees of each school district shall have full power to lease,
 2 *so as not to interfere with any contracts already made by the authori-*
 3 or otherwise dispose of the school lands within their respective limits, except the two townships appro-
 4 priated for the use of a college, for any time not exceeding ten years, and to apply the proceeds of the
 5 same, as well as all rents now due, to the use and support of said schools.

Sec. 19. *Be it further enacted*, That it shall be the duty of the governor of this state to *appoint some*
 2 *person whose duty it shall be* to vest the three per cent. school fund of this state in *United States*
 3 *and to place* in the hands of the treasurer of this state the certificate or vouchers of such investment.

Sec. 20. *Be it further enacted*, That it shall be the duty of the clerk of the county commissioner's
 2 court of the several counties in this state, to make an abstract of the report of the trustees of the schools
 3 established, stating the number of children within each district; the number actually sent to school; the
 4 time a school has been kept in operation in each district, with an account of the expense of the same;
 5 and forward it to the secretary of state, on the first day of December, in each and every year.

*read 1st time Wednesday Dec 8th
 as in read 2d time Wednesday 8,
 from volume
 removed the way for Sunday
 the 9th*

*re Bill
 prepared for the co-
 mmissioner for free
 schools*

(Amendments to original bill as found in Senate Journal.)

Sec 14th 2nd line after the word (Loved), insert —
 — Which Warrant shall be his authority for collecting
 The same,
 School bill 17th Sec line 11 strike out 18 insert 20

Sec 21st Be it further enacted That it shall be the duty of the inhabitants of any district at their regular or call meetings, to make such regulations for building or repairing school houses as they may think necessary, and for furnishing the school house with fire wood, and furniture, They shall have power to close themselves and agree upon the number of days each person or class shall work in making such improvements and all other regulations that they may think necessary to accomplish such building or improvement (provided however) that no one person shall be required to do any work or pay for such improvements or wood unless they have the care of a child between the age of 5 and 16 years — and for any neglect or refusal to do such work by any one of the inhabitants according to this act there shall be a fine for each day

22^d Be it further enacted, that the several School Collectors, and Treasurers, who may be appointed under the provisions of this act, shall before they enter upon the discharge of the duties of their respective offices, enter into Bond & Security in the sum of Two Hundred Dollars to the County Commissioner of the County in which they reside & their successors in office, conditioned for the faithfully accounting for all monies received by them respectively, under the authority of any authority conferred on them by this act,

14th Sec The law regulating the collection of taxes within
 10th line This State

Sec 23 But further enacted ^{that} when ever the tax
 is levied according to the 12th Section of this act
 in good merchantable produce it shall be
 lawfull for the trustees to make out a list
 with a warrant stating to be collected in produce
 and they shall have power to transfer the
 list and warrant to any teacher or teachers
 that they may have employed. who shall
 have full power to collect the same and if
 any person shall refuse or neglect to pay
 their respective amounts in produce for Three
 months after demanded it shall be lawfull
 to collect the same in cash - provided that
 when ever there is any disagreement about
 the price of any produce offered in payment
 it shall be the duty of each to select one
 disinterested housekeeper to value the same and
 if they cannot agree it shall be their duty
 to chose a third and all such valuation
 shall be ~~and~~ binding

THE FIRST FREE SCHOOL LAW AS IT WAS SIGNED BY
GOVERNOR EDWARD COLES AND FILED WITH
THE SECRETARY OF STATE.

(By permission and courtesy of the Secretary of State.)
This is the first photographic reproduction ever made of the law.

In act relating to the establishment of
Free Schools.

To enjoy our rights and liberties we must understand
man, his security and protection ought to be the
first object of a free people: and it is a well
established fact that no nation has ever attained
being in the enjoyment of civil and political freedom,
which was not both virtuous and enlightened; and
believing that the advancement of literature always
has been, and ever will be the means of developing
more fully the rights of man, that the mind of
every citizen in a republic is the common property
of society, and constitutes the basis of its strength
and happiness, it is therefore considered the peculiar
duty of a free government like ours to encourage
and extend the improvement and cultivation of the
intellectual energies of the whole; Therefore,

Sec. 1. Be it enacted by the people of the State of
Illinois, represented in the General Assembly, that
there shall be established a common school or
schools in each of the counties of this State, which
shall be open and free to every class of white citi-
zens between the ages of five and twenty-one years.
Provided that persons over the age of twenty-one years may be admitted
into such schools, such as the trustees of the school district may permit.

Sec. 2. Be it further enacted, that the county
commissioners or courts shall from time to time
form ~~several~~ school districts in their respective
counties, whenever a petition may be presented
for that purpose, by a majority of the qualified
voters residing within each township.

districts: Provided, that all such districts, when laid off shall respectively contain not less than fifteen families.

Sec 3. Be it further enacted, that the legal voters in each district to be established as aforesaid, may have a meeting at any time thereafter, by giving ten days previous notice of the time and place of holding the same, at which meeting they may proceed by ballot to elect three trustees, one clerk, one treasurer, one assessor, and one collector, who shall respectively take an oath of office faithfully to discharge their respective duties.

Sec 4. Be it further enacted, that it shall be the duty of the trustees to superintend the schools within their respective districts, to examine and employ teachers, to lease all land belonging to the district, to call meetings of the voters whenever they shall deem it expedient, or at any time when requested so to do by five legal voters, by giving to each one at least five days' notice of the time and place of holding the same, appointing one or more persons living within the district to serve the necessary notice, to make ^{an} annual report to the county commissioners' court of the proper county of the number of the children living within the bounds of such district between the ages of five and twenty-two years, and what number of them are actually sent to school, with a

costs of the time a school is actually kept up in the district with the probable expense of the same.

Sec. 5. To it further enacted, that each and every school district, when established and organized as aforesaid shall be and they are hereby constituted a body politic and corporate so far as to commence and maintain actions on any agreement made with any person or persons for the non-performance thereof, or for any damage done their school-house, or any other property which may belong to or be in possession of such school; and be liable to and action brought and maintained against ^{them} for the non-performance of any contract by them made.

Sec. 6. To it further enacted, that it shall be the duty of the trustees to procure and defend all such suits in the name of the trustees for the use of the school district, giving it its proper name, and that it shall be lawful for the said trustees, in the name and for the use of the said district, to purchase or receive, as a donation, and hold in fee simple, any property, real or personal, for the use of the said school district, and they may prosecute or defend any suit or suits relative to the same; and it shall be the duty of the trustees to give orders on the Treasurer of the said district for all sums expended in paying teachers, and in other expenses necessarily incurred in establishing, carrying on, and supporting a school within their respective districts, and at the

regular annual meeting of the inhabitants of the district. The said trustees shall, together with the tax officers, settle all accounts which shall have accrued during the year for which they were elected.

Sec. 4. Be it further enacted, that it shall be the duty of the clerk of each district to keep a book in which the State shall make true copies of the votes and proceedings of each meeting of the voters of the district, and of the motions which shall be made according to law, and to give a tested copy thereof which shall be legal evidence in all courts in this State.

Sec. 5. Be it further enacted, that it shall be the duty of the Treasurer of each school district to receive all monies belonging to the same, and pay them over for the use of the school to the order of a majority of all the legal voters, or to the order of a meeting or to the order of the trustees, requiring at all times written instructions for such payments during the purpose for which it is made.

Sec. 6. Be it further enacted, that it shall be the duty of the collector of each school district to collect all the monies belonging to, or due to the same, when directed so to do, and to collect such taxes as by the vote of the district shall be levied, and to pay over all monies when collected, to the Treasurer of said district, within twenty days after such collection, except five percent, which the State shall retain.

for this service, taking his receipt for the same.

Sec. 10. Be it further enacted, That it shall be the duty of the assessor of each school district to assess all such property lying within and belonging to the inhabitants of said district, as he may be directed to assess by a vote of a majority of the voters in such district, and to make return of the same, within thirty days after such assessment, to the trustees of said district.

Sec. 11. Be it further enacted That when any legal voter living within any school district shall be duly elected or appointed, according to the second section of this act, trustee, clerk, Treasurer, collector, assessor or to serve a notice, and shall refuse or neglect to discharge the duties of the same, he shall, if a trustee, be fined in the sum of ten dollars; if a clerk, in the sum of eight dollars; if a treasurer, in the sum of five dollars; if an assessor, in the sum of five dollars; and if a person appointed to serve a notice, of any meeting, in the sum of five dollars; and for a neglect to settle all of them respective accounts, at the end of the year for which they were elected, the trustee, clerk, collector and treasurer, shall be fined the sum of twenty dollars; which, together with all other fines imposed in this act, shall be collected by suit before any justice of the peace within the proper county, and when collected shall be paid over to the Treasurer of the district for the use of the school or schools within the same.

Sec. 12. Be it further enacted, that the legal voters within any school district, lawfully assembled, shall have the following powers, ^{to wit:} To determine the time and place for holding annual meetings; to select a place within the district to build a school house; to levy a tax or taxes in cash or good merchantable produce at cash price, upon the inhabitants of their respective districts, not exceeding one half per centum, nor amounting to more than ten dollars per annum on any one person; to do all and every thing necessary to the establishment and support of schools within the same.

Sec. 13. Be it further enacted, that one of the trustees shall preside at an meeting of the same, who shall put all questions upon which a vote is to be taken, and where the vote is taken upon questions law upon the district, and if the school president may propose a same to be voted, and the vote shall be taken on the district same proposed first, and, in case of a tie, secondly upon the most highest; and as to the value of any land, and the legal voters within the district shall have.

Sec. 14. Be it further enacted that it shall be the duty of the trustees or a majority of them to furnish the collector with the following warrant to collect such taxes as may be levied, which warrant shall be his authority for collecting the same, To wit:

State of Illinois

County, *J. E. No. 10* A. W. collector of the
 school district in the county of *Jefferson*,
 In the name of the people of the State of Illinois,
 you are hereby required and commanded to collect
 from each of the inhabitants of said School District
 the several sums of money or produce, as the case may
 be, written opposite their names in the annexed tax
 list; and within sixty days after receiving this warrant
 to pay the amount of money by you collected into
 the hands of the Treasurer of the aforesaid district,
 and take his receipt for the same; and if any
 one or more of the said inhabitants shall neglect
 or refuse to pay the same, you are hereby further
 commanded to levy on the personal goods and
 chattels of each delinquent, and make sale thereof,
 according to the law regulating the collection of
 taxes within this State. Given under our hands this
 day of *April* A. D. 18*60*.

The annexed tax list-

G. H.	\$ 1.50
J. J.	5.00
W. L.	3.00

A. W.	Trustees.
C. D.	
E. H.	

Sec. 13. We do further enact, That for
 the encouragement and support of schools res-
 pectively established within this State according to
 this act, there shall be appropriated for that
 purpose two dollars out of every hundred hereafter
 to be received in the Treasury of this State, (less

fifty sixths of the interest arising from the school fund, which shall be divided annually between the different counties of this State in proportion to the number of White ^{after the 1850 census shall be taken} children in each county under the age of twenty one years, until which time no such dividend shall take place.

Sec. 16. Be it further enacted, that it shall be the duty of the Auditor to issue this warrant upon the Treasury upon the first day of January after the next census shall be taken, and on the first day of January in each and every year thereafter, or as soon thereafter as ~~any~~ ^{an} application is made to him by the Treasurers of the respective counties, for the several sums which may be their proportion of the said revenue and interest, as appropriated by the fifth section of this act.

Sec. 17. Be it further enacted, that it shall be the duty of the Treasurer of the county to pay over to the Treasurer of each school district lawfully established within such county, on the first day of March in each and every year, their respective proportions of the money received by him according to the severalth section of this act, which proportion shall be ascertained by the certificate of the trustees of the several districts of the number of children within their respective limits between the ages of five and twenty years: Provided however, that no district shall be entitled to ¹⁰⁰ ~~more~~ ^{less} than one part of the money thus appropriated.

unless it has kept a school in actual operation at least three months in the year for which the appropriation is made.

Sec. 18. Be it further enacted, That the moneys arising from the school lands in each township shall be collected by the trustees of such lands and divided by them among each of the inhabitants of the township as shall have contributed, by tax, subscription or otherwise, to the support of a common school in or near such township, for at least three months within the year next next preceding the time of making such dividend: provided that such moneys shall be divided among the inhabitants aforesaid, in proportion to the sums contributed by them to the support of such common school.

Sec. 19. Be it further enacted, That the Auditor and Secretary of State, under the direction of the Governor, are hereby created and constituted commissioners of the school fund; and the said fund now on deposit in the State Bank, together with all such moneys as shall be due or come to this State for the use of schools and a remainder of moneys, by virtue of any act of Congress, shall be and the same are hereby made in said commissioners, to be by them applied in such manner for the use of schools and a remainder of moneys as shall be prescribed by law; and the said

commissioners or a major part of them, are
 hereby authorized to receive and give acquit-
 -ances for all such sums of money as this State is
 or shall be entitled to receive from the Treasury of
 the United States.

Sec. 26. Be it further enacted, That it shall be the
 duty of the Cashier of the State Bank to pay to the
 order of the said commissioners, or a majority of
 them, the amount of the school fund on deposit in
 said Bank, and the said commissioners shall forth-
 with proceed to buy up therewith as large an amount
 of the bank notes of said Bank, as the same
 will purchase; and the notes so purchased shall
 be by the said commissioners deposited in said
 Bank, and the Cashier shall give to the said
 commissioners a receipt therefor; and proceed to
 burn the same, in the manner and at the time
 prescribed for burning the ten per cent. paid into
 said Bank, which receipt the said commissioners
 shall present to the Auditor of public accounts,
 who shall issue a certificate for the amount
 specified in said receipt, payable to the aforesaid
 commissioners of the school fund, in the legal
 currency of the United States, which certificate
 shall be by said commissioners safely kept as an
 evidence of the claims of said commissioners upon
 the U. S. as any of the State.

Sec. 27. Be it further enacted, That it shall be

the duty of the clerk of the county commission, or of the several counties in this State, to make an abstract of the report of the trustees of the several school districts, stating the number of children within each district, the number actually sent to school, the time a school has been kept in operation in each district, with an account of the expense of the same, and forward it to the Secretary of State on the first day of December in each and every year.

Sec. 22. Be it further enacted, That it shall be the duty of the inhabitants of any district, at their regular or called meetings, to make such regulations for building or repairing school houses as they may think needful, and for furnishing the school house with fire wood and furniture; they shall have power to class themselves, and agree upon the number of days each person or class shall work in making such improvements, and all other regulations that they may think needful, to accomplish such building or improvement: Provided however, that no person shall be required to do any work, or pay for such improvements or wood, unless they have the care of a child between the age of five and twenty years or unless he shall attend the school for the purpose of obtaining instruction; And for any neglect or refusal to do such work, by any one of the inhabitants, according to this act, they shall be liable for each day they shall so neglect or refuse.

to work, of seventy-five cents.

Sec. 23. Be it further enacted, That the several school collectors and treasurers who may be appointed under the provisions of this act, since before they enter upon the discharge of the duties of their respective offices, enter into bond and security in the sum of two hundred dollars to the county commissioners of the county in which they reside, and their successors in office, conditioned for the faithful accounting for all moneys received by them respectively, under and in virtue of any authority conferred on them by this act.

Sec. 24. Be it further enacted, That whenever the tax is levied according to the 12th section of this act in good merchantable produce; it shall be lawful for the trustees to make out a list with a warrant, stating to be collected in produce; and they shall have power to transfer the list and warrant to any teacher or teachers that they may have employed, who shall have full power to collect the same; and if any person shall refuse or neglect to pay their respective amounts in produce for two weeks after demanded it shall be lawful to collect the same in cash: provided, that whenever there is any disagreement about the price of any produce offered in payment, it shall be the duty of such to elect one disinterested

House Keeper to is also the same, and if they are
not agreed, it shall be their duty to choose a third,
and all such valuation shall be binding.

Thomas Mather
Speaker of the House of Representatives.

A. A. Phelps
Speaker of the Senate.

Approved by the
Council of Revision

January 15, 1825

Edward Coles

AN ACT

Providing for the establishment of Free Schools.

(The first law is printed in this form for the convenience of the reader.)

To enjoy our rights and liberties, we must understand them; their security and protection ought to be the first object of a free people: and it is a well established fact that no nation has ever continued long in the enjoyment of civil and political freedom, which was not both virtuous and enlightened; and believing that the advancement of literature always has been, and ever will be the means of developing more fully the rights of man, that the mind of every citizen in a republic is the common property of society, and constitutes the basis of its strength and happiness, it is therefore considered the peculiar duty of a free government like ours to encourage and extend the improvement and cultivation of the intellectual energies of the whole; therefore,

SECTION 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly, That there shall be established a common school or schools in each of the counties of this State, which shall be open and free to every class of white citizens between the ages of five and twenty-one years: provided that persons over the age of twenty-one years may be admitted into such schools on such terms as the trustees of the school district may prescribe.

SEC. 2. Be it further enacted, That the county commissioners' courts shall, from time to time, form school districts in their respective counties, whenever a petition may be presented, for that purpose, by a majority of the qualified voters resident within such contemplated district; provided, that all such districts, when laid off shall respectively contain not less than fifteen families.

SEC. 3. Be it further enacted, That the legal voters in each district to be established as aforesaid may have a meeting at any time thereafter, by giving ten days' previous notice of the time and place of holding the same, at which meeting they may proceed by ballot to elect three trustees, one clerk, one treasurer, one assessor, and one collector, who shall respectively take an oath of office faithfully to discharge their respective duties.

SEC. 4. Be it further enacted, that it shall be the duty of the trustees to superintend the schools within their respective districts, to examine and employ teachers, to lease all land belonging to the district, to call meetings of the voters whenever they shall deem it expedient, or at any time when requested so to do by five legal voters, by giving to each one at least five days' notice of the time and place of holding the same, appointing one or more persons living within the district to serve the necessary notice; to make an annual report to the county commissioners' court of the proper county of the number of children living within the bounds of such district between the ages of five and twenty-one years, and what number of them are actually sent to school, with a certificate of the time a school is actually kept up in the district, with the probable expense of the same.

SEC. 5. Be it further enacted, that each and every school district, when established and organized as aforesaid, shall be and they are hereby constituted a body politic and corporate so far as to commence and maintain actions on any agreement made with any person or persons for the non-

performance thereof, or for any damage done their school-house or any other property which may belong to or be in possession of such school; and be liable to an action brought and maintained against them for the non-performance of any contract by them made.

SEC. 6. Be it further enacted, That it shall be the duty of the trustees to prosecute and defend all such suits in the name of the trustees, for the use of the school district, giving of its proper name, and that it shall be lawful for the said trustees, in the name and for the use of the said district, to purchase, or receive as a donation, and hold in fee simple, any property, real or personal, for the use of the said school district, and they may prosecute or defend any suit or suits relative to the same; and it shall be the duty of the trustees to give orders on the Treasurer of the said district, for all sums expended in paying teachers, and all other expense necessarily incurred in establishing, carrying on, and supporting all schools within their respective districts, and at the regular annual meeting of the inhabitants of the district, the said trustees shall, together with the other officers, settle all accounts which shall have accrued during the year for which they were elected.

SEC. 7. Be it further enacted, that it shall be the duty of the clerk of each district to keep a book in which he shall make true entries of the votes and proceedings of each meeting of the voters of the district, and of the trustees, which shall be held according to law; and to give attested copies thereof, which shall be legal evidence in all courts in this State.

SEC. 8. Be it further enacted, that it shall be the duty of the Treasurer of each school district to receive all monies belonging to the same, and pay them over for the use of the school to the order of a majority of all the legal voters, by vote in general meeting, or to the order of the trustees, requiring at all times written vouchers for such payments, stating the purpose for which it is made.

SEC. 9. Be it further enacted, that it shall be the duty of the collector of each school district to collect all the monies belonging to, or due to the same, when directed so to do, and to collect such taxes as by the vote of the district shall be levied, and to pay over all monies, when collected, to the Treasurer of said district, within twenty days after such collection, except five per cent, which he shall retain for his services, taking his receipt for the same.

SEC. 10. Be it further enacted, That it shall be the duty of the assessor of each school district to assess all such property lying within and belonging to the inhabitants of said district, as he may be directed to assess by a vote of a majority of the voters in such district, and to make return of the same, within thirty days after such assessment, to the trustees of said district.

SEC. 11. Be it further enacted that when any legal voter living within any school district shall be duly elected or appointed, according to the second section of this act, trustee, clerk, treasurer, collector, assessor, or to serve a notice, and shall refuse or neglect to discharge the duties of the same, he shall, if a trustee, be fined in the sum of ten dollars; if a clerk, in the sum of eight dollars; if a treasurer, in the sum of five dollars; if an assessor,, in the sum of five dollars; and if a person appointed to serve a notice of any meeting, in the sum of five dollars; and for a neglect to settle all of their respective accounts, at the end of the year for which they were elected, the trustees, clerk, collector and treasurer shall be fined the sum of twenty dollars; which, together with all other fines imposed in this act, shall be collected by suit before any justice of the peace within the proper county, and when collected shall be paid over to the treasurer of the district for the use of the school or schools within the same.

SEC. 12. Be it further enacted, that the legal voters within any school district, lawfully assembled, shall have the following powers, To-wit: To appoint a time and place for holding annual meetings; to select a place within the district to build a school house; to levy a tax, either in cash or good merchantable produce at cash price, upon the inhabitants of their respective districts, not exceeding one half per centum, nor amounting to more than ten dollars per annum on any one person; to do all and everything necessary to the establishment and support of schools within the same.

SEC. 13. Be it further enacted, That one of the trustees shall preside at all meetings of the voters, who shall put all questions upon which a vote is to be taken, and when the vote is taken upon levying a tax upon the district, each of the voters present may propose a sum to be levied, and the vote shall be taken on the highest sum proposed first, and, in case of a disagreement, upon the next highest, and so on down until a majority of all the legal voters within the district, so taxed, shall agree.

SEC. 14. Be it further enacted That it shall be the duty of the trustees or a majority of them to furnish the collector with the following warrant to collect such taxes as may be so levied, which warrant shall be his authority for collecting the same, To-wit:

STATE OF ILLINOIS }
COUNTY } ss.

To A. B. collector of the school district in the county aforesaid, greeting:

In the name of the people of the State of Illinois, you are hereby required and commanded to collect from each of the inhabitants of said school district the several sums of money or produce, as the case may be, written opposite their names in the annexed tax list, and within sixty days after receiving this warrant, to pay the amount of monies by you collected into the hands of the Treasurer of the aforesaid district, and take his receipt for the same; and if any one or more of the said inhabitants shall neglect or refuse to pay the same, you are hereby further commanded to levy on the personal goods and chattels of each delinquent, and make sale thereof, according to the law regulating the collection of taxes within this State. Given under our hands this.....day of.....A. D. 18...
The annexed tax list.

G. H.	\$1.50	A. B. }	Trustees.
I. J.	5.00	C. D. }	
K. L.	3.00	E. F. }	

SEC. 15. Be it further enacted, That for the encouragement and support of schools respectively established within this State according to this act, there shall be appropriated for that purpose two dollars out of every hundred thereafter to be received in the Treasury of this State. Also five sixths of the interest arising from the school fund; which shall be divided annually between the different counties of this State in proportion to the number of white inhabitants in each county under the age of twenty-one years after the next census shall be taken; until which time no such dividend shall take place.

SEC. 16. Be it further enacted, that it shall be the duty of the Auditor to issue his warrant upon the Treasury upon the first day of January after the next census shall be taken, and on the first day of January in each and every year thereafter, or as soon thereafter as application is made to him by the Treasurers of the respective counties, for the several sums which may be their proportion of the said revenue and interest, as appropriated by the fifteenth section of this act.

SEC. 17. Be it further enacted, That it shall be the duty of the Treasurer of the county to pay over to the Treasurer of each school district lawfully established with such county, on the first day of March in each and every year, their respective proportions of the money received by him according to the sixteenth section of this act, which proportion shall be ascertained by the certificate of the trustees of the several districts of the number of children within their respective limits between the ages of five and twenty-one years; provided however, that no district shall be entitled to receive any part of the money thus appropriated, unless it has kept a school in actual operation at least three months in the year for which the appropriation is made.

SEC. 18. Be it further enacted, That the rents arising from the school lands in each township shall be collected by the trustees of such lands, and divided by them among such of the inhabitants of the Township as shall have contributed, by tax, subscription, or otherwise, to the support of a common school, in or near such township, for at least three months within the last twelve months preceding the time of making such dividend; provided, that such rents shall be divided among the inhabitants aforesaid, in proportion to the sums contributed by them to the support of such common schools.

SEC. 19. Be it further enacted, That the Auditor and Secretary of State, under the direction of the Governor, are hereby declared and constituted commissioners of the school fund; and the said fund now on deposit in the State Bank, together with all such monies as shall be and accrue to this State for the use of schools and a seminary of learning, by virtue of any act of Congress, shall be and the same are hereby vested in said commissioners, to be by them applied in such manner for the use of schools and a seminary of learning, as shall be prescribed by law, and the said commissioners, or a major part of them, are hereby authorized to receive and give acquittances for all such sums of money as this State is or shall be entitled to receive from the Treasury of the United States.

SEC. 20. Be it further enacted, That it shall be the duty of the Cashier of the State Bank to pay to the order of the said commissioner, or a majority of them, the amount of the school fund on deposit in said bank; and the said commissioners shall forthwith proceed to buy up therewith as large an amount of the bank notes of said Bank, as the same will purchase; and the notes so purchased shall be by the said commissioners deposited in said bank, and the Cashier shall give to the said commissioner a receipt therefor, and proceed to burn the same, in the manner, and at the time prescribed for burning the ten per cent. paid into said bank; which receipt the said commissioners shall present to the Auditor of public accounts, who shall issue a certificate for the amount specified in said receipt, payable to the aforesaid commissioners of the school fund, in the legal currency of the United States, which certificate shall be by said commissioners safely kept as an evidence of the claim of said commissioner upon the Treasury of the State.

SEC. 21. Be it further enacted, That it shall be the duty of the clerk of the county commissioners' court of the several counties in this State, to make an abstract of the report of the trustees of the schools established, stating the number of children within each district, the number actually sent to school, the time a school has been kept in operation in each district, with an account of the expense of the same, and forward it to the Secretary of State on the first day of December in each and every year.

SEC. 22. Be it further enacted, That it shall be the duty of the inhabitants of any district, at their regular or called meetings, to make such regulations for building or repairing school houses as they may think necessary, and for furnishing the school house with firewood and furniture; they shall have power to class themselves, and agree upon the number of days each

person or class shall work in making such improvements, and all other regulations that they may think necessary to accomplish such building or improvements; provided however, that no person shall be required to do any work, or pay for such improvements or wood, unless they have the care of a child between the age of five and twenty-one years or unless he shall attend the school for the purpose of obtaining instruction; and for any neglect or refusal to do such work, by any of the inhabitants, according to this act, there shall be a fine for each day they shall so neglect or refuse to work, of seventy-five cents.

SEC. 23. Be it further enacted, That the several school collectors and treasurer who may be appointed under the provisions of this act, shall, before they enter upon the discharge of the duties of their respective offices, enter into bond and security in the sum of two hundred dollars, to the county commissioners of the county in which they reside, and their successors in office, conditioned for the faithful accounting for all monies received by them respectively, under and by virtue of any authority conferred on them by this act.

SEC. 24. Be it further enacted, That whenever the tax is levied according to the 12th section of this act in good merchantable produce; it shall be lawful for the trustees to make out a list with a warrant, stating to be collected in produce; and they shall have power to transfer the list and warrant to any teacher or teachers that they may have employed, who shall have full power to collect the same, and if any person shall refuse or neglect to pay their respective amounts in produce for two weeks after demanded it shall be lawful to collect the sum in cash: provided, that whenever there is any disagreement about the price of any produce offered in payment, it shall be the duty of each to select one disinterested housekeeper to value the same, and if they cannot agree, it shall be their duty to choose a third, and all such valuation shall be binding.

THOMAS MATHER,
Speaker of the House of Representatives.

ADOLPHUS F. HUBBARD,
Speaker of the Senate.

Approved by the
Council of Revision

January 15, 1825.

Edward F. Coles.

WHO COMPOSED THE SENATE WHICH PASSED THE FIRST FREE SCHOOL LAW?

A Transcript of the Senate Journal.

"The first session of the fourth General Assembly of the State of Illinois, commenced in pursuance of a Proclamation of the Governor, at Vandalia, on Monday the fifteenth day of November in the year of our Lord one thousand eight hundred and twenty-four, and the Senate assembled.

Present,

From the county of Sangamon, Stephen Stillman; from the county of Madison, Theophilus W. Smith; from the county of Washington, Andrew Bankson; from the counties of Union and Alexander, John Grammar; from the counties of Crawford, Clark and Edgar, Daniel Parker; from the counties of Hamilton, Jefferson and Marion, Thomas Sloo, junior; from the counties of Bond, Fayette and Montgomery, Francis Kirkpatrick; from the county of Jackson, Joseph Duncan; from the county of Randolph, Raphael Widen; from the counties of Wayne and Lawrence, James Bird; from the counties of Green, Morgan, Pike and Fulton, Thomas Carlin; from the county of White, Daniel Hay; from the county of Edwards, Stephen Bliss; from the counties of Johnson and Franklin, John Ewing; from the county of St. Clair, James Lemen.

The Honorable Adolphus F. Hubbard, Lieutenant Governor, appeared and took the chair.

On motion by Mr. Sloo,"

JOURNAL of the Senate, 1824. Page 3.

WHO WERE THE MEMBERS OF THE LOWER HOUSE WHICH PASSED THE FIRST FREE SCHOOL LAW?

A Transcript of the House Journal.

"At a General Assembly of the State of Illinois, begun and held at the Town of Vandalia, on Monday the 15th day of November, in the year of our Lord one thousand eight hundred and twenty-four, pursuant to a special call made by his Excellency the Governor of said State.

The following members of the House of Representatives appeared, were qualified, and took their seats, to-wit:

From the counties of Green and Morgan, Archibald Job; county of Madison, Curtis Blakeman, George Churchill, and William Otwell; county of St. Clair, Risdon Moore, Abraham Eyman, and David Blackwell; counties of Fayette and Montgomery, John A. Wakefield; county of Bond, John Russel; county of Monroe, George Forquer, county of Randolph, Elias K. Kane, Thomas Mather, and Samuel Walker; county of Washington, Philo Beers; county of Jackson, Conrad Will; county of Union, John S. Hacker and John Whitaker; county of Johnson, John Bridges; county of Alexander, Henry L. Webb; county of Pope, William Sim and James A. Whiteside; county of Gallatin, Timothy Guard; county of Franklin, Thomas Dorris; county of white, Alexander Philips, William McHenry, and George R. Logan; counties of Hamilton, Jefferson and Marion, Zadock Casey; county of Wayne, Rigdon B. Slocumb; county of Lawrence, Asa Norton; county of Edwards, Henry Utter; counties of Clark and Edgar, William B. Archer; county of Crawford, David McGahey and David Stewart.

Mr. Moore of St. Clair was chosen Speaker, and John Warnock Clerk pro tem.

Mr. Hansen and Mr. Shaw produced each a certificate of election as representative from the counties of Pike and Fulton; whereupon,"

JOURNAL of the House of Representatives, 1824. Page 3.

SAMUEL WILLARD'S STATEMENT ABOUT THE FIRST FREE SCHOOL LAW.

"In 1825, Mr. Duncan of Jackson county introduced and secured the passage of a free school law which bears the approval of Gov. Edward Coles and the council of revision. A long preamble declares the necessity of intelligence and education to the people of a free state. The first section of the act provides 'that there shall be established a common school or schools in each of the counties of this State, which shall be open and FREE to every class of white citizens between the ages of five and twenty-one.' The law goes on to provide for officers and the election of them; to prescribe their duties; to say how school districts shall be formed; to secure proper care of funds, and to provide for admission of pupils over twenty-one years old. Trustees of the district were to examine and to employ teachers. Meetings of voters should select school house sites, and levy taxes for the support of schools; but the taxes must not be more than one-half per cent on the assessed value of property, nor should it amount to more than ten dollars for any one person; the tax was to be paid in cash or in good merchantable produce at market price. If the teacher or collector differed from the tax-payer as to the value of the articles offered in payment, arbitrators were to settle the dispute. To build or repair school houses, and to provide furniture and wood, the voters might declare a labor tax, or tax paid in personal service; but no one could be required to do such work unless he had the care of a child between five and twenty-one, or was himself attending school. Finally, one-fiftieth of the net taxes of the State was to be appropriated to schools, and also five-sixths of the interest due from the State on the school fund which it was using; this was to be paid by auditor's warrant to each county in proportion to its white population under twenty-one; but no district should receive any money from the county treasury if it should fail to keep up a school under the act for full three months in each year. It is interesting to see that Duncan's law anticipated many of the features of our present school law.

The next legislature, 1826-7, seriously changed this law, so that the free school feature of it was obliterated. The voters of a district must now decide whether all of the sum required for a school shall be raised by taxation, or only one-half of it; and as the new law adds that no person is to be taxed without his consent, the raising of school money under the law is reduced to a subscription.

The law further provided that if a school was started in any district, no one should be excluded from joining in the subscription. Duncan's law had provided that there should be not less than fifteen families in a district; the amendments repeal this, and say that a district shall contain not less than eighteen children going to school or subscribed. The voters subscribing, and not the trustees, employ the teacher; no examination is provided for.

The same legislature provided further securities for school lands; and as some such funds had been lost in the State Bank, it restored the amount from the State Treasury."

* * * * *

"The legislature of 1829 repealed the part of Duncan's law which gave two per cent of the net revenue of the State to the schools, and otherwise tinkered the school law in a small way, more completely making the creation of a school an affair of voluntary union and subscription. On this basis it remained until 1855."

(From "Brief History of Early Education in Illinois" by Samuel Willard, M. D., LL.D., Late Professor of History, Chicago, in Illinois School Report, 1883-1884, p. p. CIX-CX.)

PILLSBURY'S COMMENT ON THE FIRST FREE SCHOOL LAW.

"The free school act of 1825 is in some respects so remarkable that it seems proper to add a few words to what has already been said by Dr. Willard.

The essential points of the free school idea are: (1) A school system based upon law. (2) A school free of all rates or charges for all children of given ages. (3) Defraying all the expenses of such school, except so far as paid by the income of school funds, by a general tax upon all classes of property and all persons.

In 1825 a law embodying all these points was nowhere in force outside of five of the New England states (Rhode Island did not finally adopt such a law till 1843). The school law passed by the General Assembly of Illinois January 15, 1825, embraced them all, with the additional provision that two dollars out of every hundred received into the State Treasury should be distributed to the counties for the support of public schools organized under the act, in accordance with which the State aid would have been at first about \$1,000 a year. The author of the measure was Joseph Duncan, then a member of the State Senate from Jackson county, and later a member of Congress and Governor. It doubtless had the hearty support of Gov. Coles, who had very strongly urged legislation in behalf of schools in both his messages. The bill seems to have been passed only after full discussion, but I have been unable to learn by how large a vote.

Gov. Ford, in his History of Illinois, says the law worked admirably well and that schools flourished in almost every neighborhood. But I doubt this, for, as Gov. Ford himself says, the law met with much clamorous opposition, which was strong enough to repeal the provision for State aid at the next session of the General Assembly, and to take all the life out of the measure by amending it so that no one should be taxed without his consent. Judge William Thomas, now living at a great age in Jacksonville, wrote of the law in 1832, when he was school commissioner of Morgan county, in a communication to the Illinois Patriot, which I find in the Sangamo Journal of Feb. 9, 1832:

‘Although the act of the Assembly may be considered as an indication of the wishes and sentiments of the people at that time, yet the plan adopted was not approved, and it is not known that society ever derived any benefits from the labors of the Assembly.’

Erastus Wright, school commissioner of Sangamon county, in an article communicated to the Sangamo Journal for Dec. 14, 1833, says:

‘On the 15th of Jan. 1825, an act was passed to provide for the establishment of free schools. This act was accompanied with a very complaisant and graceful introduction, but the free schools were to be sustained only by a tax levied upon the district and disbursed by six or eight officers. The practicability of this plan, I think, has never been tested, and, I would suppose for very good reasons.’

It was stated, too, by Hon. Cyrus Edwards, in a report made to the Senate, Dec. 23, 1836, referring to this act:

‘Very few schools were established in the manner required, and they never received the promised reward of State aid.’

Certain it is that the published reports of the Auditor and Treasurer do not show any payments for the support of schools in 1825 and 1826. The law of Jan. 22, 1829, repealing the State appropriation, appropriates the sum of twenty five dollars for the school district in Johnson county, and provides that all rights accrued under the act of 1825 shall not be affected by the repeal; so it may be that some few districts received State aid. Not the least remarkable thing in connection with the law is that at the time it was passed it is not probable that five per cent of the inhabitants of the state had come from states which had free school laws, and that with two or three exceptions the members of the legislature had come from the south. If we could get at the unwritten history of the passage of the law we should, I imagine, find its passage was secured by strong personal influences, more potent in Vandalia with the small number who could be talked to face to face, than with the sparse and widely scattered people of the state at large in those days of few newspapers with short subscription lists, when travel was chiefly on horse back.

It was full thirty years before the advanced position occupied by this early law was reached and permanently occupied by the state; for it was not till 1855 that our present free school law was enacted and our schools put upon a sound financial basis.

(From “Early Education in Illinois” by W. L. Pillsbury, in Illinois School Report, 1885-1886, p. p. CVII-CVIII.)

PREAMBLE TO THE LAW ESTABLISHING THE VINCENNES UNIVERSITY.

(When it was passed by the Indiana Territorial legislature on November 29, 1806, Illinois was a part of the Territory of Indiana and Jesse B. Thomas of Illinois was Speaker of the House of Representatives, and P. Menard of Illinois was President pro tem of the Legislative Council. Compare this Preamble with the Preamble of the free school law.)

PREAMBLE.

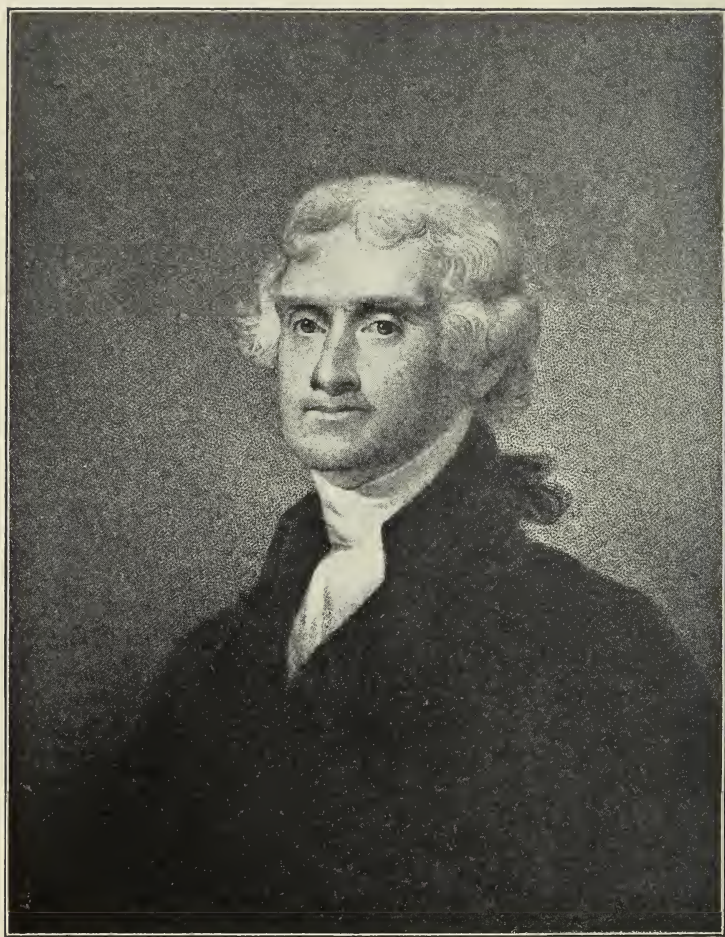
“Whereas the independence, happiness and energy of every republic depends (under the influence of the destinies of Heaven) upon the wisdom, virtue, talents and energy of its citizens and rulers,

“And, whereas, science, literature and the liberal arts contribute in an eminent degree to improve those qualities and acquirements.

“And, whereas, learning hath ever been found the ablest advocate of genuine liberty, the best supporter of rational religion, and the source of the only solid and imperishable glory which nations can acquire.

“And forasmuch as literature and philosophy furnish the most useful and pleasing occupations, improving and varying the enjoyments of prosperity, affording relief under the pressure of misfortune, and hope and consolation in the hours of death.

“And considering that in a commonwealth, where the humblest citizen may be elected to the highest public office, and where the Heaven born prerogative of the right to elect, and to reject, is retained and secured to the citizens, the knowledge which is requisite for a magistrate and elector should be widely diffused.”



Thomas Jefferson

THOMAS JEFFERSON'S SERVICES TO PUBLIC EDUCATION.

(The words here attributed to Mr. Jefferson are taken from a Pageant entitled "The Light Bearers" written by F. G. Blair).

Jefferson Speaks:

Begot and born in liberty and law
 Baptized and christened in the vital creed
 "That all men are created equal
 And are endowed by their Creator
 With certain unalienable rights, among
 Which are Life, Liberty and the pursuit of Happiness,"
 Our nation stands unique before the world.
 The monarchies of Europe fear and dread
 The growth of "government deriving its just powers
 From the consent of the governed."
 Devine, hereditary rights of kings,
 Entailed estates, primogeniture,
 Established church, and all the schemes
 Of autocratic power, tremble at
 The threat our new Republic bears.
 Their iron hands now stretch across the seas
 To strangle it. Their emissaries bold
 Stand now within our gates. Be not deceived.
 Our Declaration, Magna Charta's son,
 Our Revolution, Constitution and all
 We've thought and fought to have and hold
 They hate and would destroy. Our strength and hopes
 Lie not so much in arms on land and sea
 As in the education we provide
 Our people. "Ignorance and bigotry
 Are incapable of self government."
 "Enlighten the people and tyranny
 And oppression will flee like evil
 Spirits before the dawn of day." "No other
 Foundation can be laid insuring the safety
 And perpetuity of free government."
 The heirs of thrones and dynasties from youth
 Are broadly, thoroughly educated
 In the history, the aspirations and the
 Objectives of their own and other lands,
 In order that trained intelligence may
 Ever guide and guard despotic power.
 Every youth in our Republic is heir apparent
 To the throne and must be educated
 In heart and mind to know and love
 The history, the principles, the ideals
 Of the United States of America.
 Only upon the rock of universal
 Education, extending from the primary
 School through the university, can we build
 A democratic state against which
 The storms of foreign prejudice and hate
 And the winds of domestic dissensions can not prevail.

With freedom as our guiding star,
 With righteousness and education
 Our motive power, down the future I can see
 The bounds of freedom stretching, widening
 Westward, northward, southward, till the flag
 Of our Republic marks the outermost
 Ocean rim of this vast continent,
 And we shall be known and hailed by all the earth
 As the United States of North America.

The Northwest Territory,
 The Louisiana Purchase,
 The Oregon Country,
 The Mexican Cession.

These great empires stretching to the western sea
 Are but a part of that stage on which the drama of
 A greater, higher, nobler civilization
 Shall be enacted through universal
 Education and universal suffrage.

ILLINOIS INTELLIGENCER.

Vandalia, Illinois, Friday Morning, March 11, 1825.

Education.

(Believing that whatever relates to the instruction of all must be interesting to each of our citizens, and especially when the plan emanates from the greatest sage, and most philanthropic statesman of the age, we are induced to publish a portion of a long bill, drafted by Mr. Jefferson for a member of the Virginia Assembly, in the year 1817. The bill was enclosed in the following letter, which very happily describes the ridiculous though fashionable style of our statutes and the consequences of it.)

Copy of a letter from Thomas Jefferson, to a member of the Virginia Legislature.

Poplar Forest,
 September 9, 1817.

DEAR SIR: I promised you that I would put into the form of a bill my plan of establishing the elementary schools, without taking a cent from the Literary Fund. I have had leisure at this place to do this, and now send you the result. If 12 or 1500 schools are to be placed under one general administration, an attention so divided will amount to a dereliction of them to themselves. It is surely better then to place each school at once under care of those most interested in its conduct. In this way the Literary Fund is left untouched to complete at once the whole system of education, by establishing a College in every district of about 80 miles square, for the second grade of education, to-wit: Languages, ancient and modern, and for the third grade a single University, in which the sciences shall be taught in their highest degree.

I should apologize perhaps for the style of this bill. I dislike the verbose and intricate style of the modern English statutes, and in our revised Code I endeavored to restore it to the simple one of the ancient statutes, in such original bills as I drew in that work. I suppose the reformation has not been acceptable, as it has been little followed. You, however, can easily correct this bill to the taste of my brother lawyers, by making every other word a 'a said' or 'aforesaid', and saying everything over two or three times, so as that nobody but we of the craft can untwist the diction, and find out what it means; and that too not so plainly, but that we may conscientiously divide one half on each side, mend it therefore in form and substance to the orthodox taste, and make it what it should be; or, if you think it radically wrong, try something else, and let us make a beginning in some way, no matter how wrong, experience will amend it as we go along, and make it effectual in the end.

Th. Jefferson.

Extract from a bill entitled 'A bill for establishing a system of public education,' written by Mr. Jefferson, and offered by Mr. Taylor of Chesterfield, in the House of Delegates, at the session of 1817-1818.

And for the establishment of Colleges whereat the youth of the Commonwealth may, within convenient distances from their homes, receive higher grade of education.

14. Be it further enacted, as follows: The several counties of this commonwealth shall be distributed into nine Collegiate districts:

(Here follows the names of the counties composing each district.)

15. Within three months after the passing of this act, the President and Directors of the Literary Fund who shall henceforth be called the Board of Public Instruction, shall appoint one fit person in every county of each district, who with those appointed in other counties of the same district, shall compose the Board of Visitors for the College of that district, and shall within four months after the passing of this act, cause notice to be given to each individual so appointed, prescribing to them a day, within one month thereafter and a place within their district for their first meeting, with supplementary instructions for procuring a meeting subsequently, in the event of failure, at the time first appointed.

16. The said Visitors or so many of them as, being a majority, shall attend, shall appoint a Rector of their own body, who shall preside at their meetings, and a Secretary to record and preserve their proceedings; and shall proceed to consider of the site for a College, most convenient for their district, having regard to extent, population, and other circumstances; and within the term of six months from the passing of this act, shall report the same to said Board of Public Instruction with the reasons on which such site is preferred; and if any minority of two or more members, prefer any other place, the same shall be reported with the reasons for and against the same.

17. Within seven months after the passing of this act, the said Board of Public Instruction, shall determine on such of the sites reported, as they shall think most eligible for the College of each district, shall notify the same to the said Visitors, and shall charge them with the office of obtaining from the proprietor, with his consent, the proper grounds for the buildings and its appurtenances, either by donation or purchase, or if his consent on reasonable terms cannot be obtained the Clerk of the county wherein the sites be, shall on their request, issue and direct to the Sheriff of the same county, a writ of ad quod damnum, to ascertain by a jury the value of the grounds selected, and to fix their

extent by metes and bounds, so, however as not to include the dwelling-house or buildings appurtenant, the curtilage, gardens, or orchards of the owners, which writ shall be executed according to the ordinary forms prescribed by law in such cases; and shall be returned to the same Clerk to be recorded. Provided, that in no case either of purchase or valuation by a jury, shall more grounds be located than of the value of 500 dollars; which grounds, if by donation or purchase shall, by the deed of the owner, or if by valuation of a jury shall, by their request, become vested in the said Board of Public Instruction, as Trustees of the Commonwealth, and for the uses and purposes of a College of instruction.

18. On each of the sites so located shall be erected, one or more substantial buildings, the walls of which shall be of brick or stone, with two school rooms, and four rooms for the accommodation of Professors, and with sixteen dormitories, in, or adjacent to the same, each sufficient for two pupils, and in which no more than two shall be permitted to lodge, with a fire place in each, and the whole in a comfortable, or decent style, suitable to their purposes.

19. The plan of the said buildings and their appurtenances shall be furnished or approved by the said Board of Public Instruction, and that of the dormitories shall be such as may conveniently receive additions from time to time. The visitors shall have all the powers which are necessary and proper for carrying them into execution; and shall proceed in their execution accordingly. Provided that in no case shall the whole cost of the said buildings and appurtenances of any one College exceed the sum of 7500 dollars.

20. The College of the district first in this act described, to-wit: of Accomack, etc. shall be called the Wythe College, or College of the district of Wythe, etc. etc. etc.

21. In the said Colleges shall be taught the Greek, Latin, French, Spanish, Italian, and German Languages, English grammar, Geography, ancient and modern, the higher branches of Numerical Arithmetic, the Mensuration of Land, the use of the Globes, and the ordinary elements of Navigation.

22. To each of the said Colleges shall be appointed two Professors, the one for teaching Greek, Latin, and such other branches of learning before prescribed as he may be qualified to teach, and the other for the remaining branches thereof, who shall each be allowed the use of the apartments provided for him; and a standing salary of 500 dollars yearly, to be drawn from the Literary fund, with such tuition fees from each pupil as the Visitors shall establish.

23. The said Visitors shall be charged with the preservation and repair of the buildings, the care of the grounds and appurtenances; for which, and other necessary purposes, they may employ a steward and competent laborers, they shall have power to appoint and remove the Professors, to prescribe their duties, and the course of education to be pursued.

They shall establish rules for the government and discipline of the pupils, and their subsistence and board, if boarded in the College, and for their accommodation, and the charges to which they shall be subject for the same, as well as the rent for the dormitories they occupy.

They may draw from the Literary Fund, such monies as are hereby charged on it for their institution.

And in general they shall direct and do all matters and things which not being inconsistent with the laws of the land, to them shall seem most expedient for promoting the purposes of the said institution, which several functions may be exercised by them in the form of by-laws, rules, resolutions, orders, instructions or otherwise, if they shall deem proper.

24. The rents of the dormitories, the profits of the boarding the pupils, donations and other occasional resources shall constitute the fund and shall be at their disposal for the necessary purposes of the said institution, not otherwise provided for, and they shall have authority to draw on the said Board of Public Instruction for the purchase or valuation money of the site of the College, for the cost of the buildings and improvements authorized by law, and for the standing salaries of the Professors herein allowed, for the administration of all which, they may appoint a Bursar.

25. They shall have two stated meetings in the year, at their Colleges, on the first Mondays of April and October, and occasional meetings at the same place, and at such other times as they shall appoint, giving due notice thereof to every individual of their board.

26. A majority of them shall constitute a quorum for business, and on the death or resignation of a member, or on his removal by the Board of Public Instruction, or out of the county from which he was appointed, the said board shall appoint a successor resident in the same county.

27. The Visitors of every Collegiate district shall be a body politic and corporate, to be called the Visitors of the College, by name, for which they are appointed, with capacity to plead and be impleaded in all courts of justice, and in all cases interesting to their College, which may be the subject of legal cognizance and jurisdiction, which plea shall not abate by the determination

of all or any of them, but shall stand revived in the name of their successors, and they shall be capable in law, and in trust for their College, or receiving subscriptions and donations real and personal, as well as from bodies corporate, or persons associated, as from private individuals.

28. Some member or members of the board of visitors, to be nominated by the said board, or such other persons as they shall nominate, shall once in every year at least visit the College of their district, inquire into the proceedings and practices thereat, examine the progress of the pupils, and give to those who excel in any branch of learning prescribed for the said College, such honorary marks and testimonies of appropriation as may encourage or excite to industry and emulation.

29. The decisions and proceedings of the said Visitors shall be subject to control and correction by the Board of Public Instruction, either on the complaint of any individual aggrieved, or interested, or on the proper motion of the said board.

30. On every 20th day of February, or, if that be Sunday, then on the next or earliest day thereafter on which a meeting can be effected, the Board of Public Instruction shall be in session, and shall appoint in every county of each district, a Visitor resident therein, either the same before appointed or another, at their discretion, to serve until the ensuing 29th day of February, duly and timely notifying to them their appointment, and prescribing a day for their first meeting at the College of their district, after which their stated meeting, shall be at their College on the first Monday of April and October annually; and their occasional meetings at the same place, and at such times as themselves, shall appoint, due notice thereof being given to every member of their board.

Estimate of the expenses, gross and annual of the nine Colleges.

Sum in gross.	Annual.
Land \$500 x 9 \$4,500.	
Buildings \$7342 x 9 \$67,500	
10 Professors at \$500	\$9,600

(During the pendency of this bill, before the Legislature, objections were made to the expense of the primary schools, which drew from the pen of its illustrious author, (Mr. Jefferson) the following defence of that part of the system:)

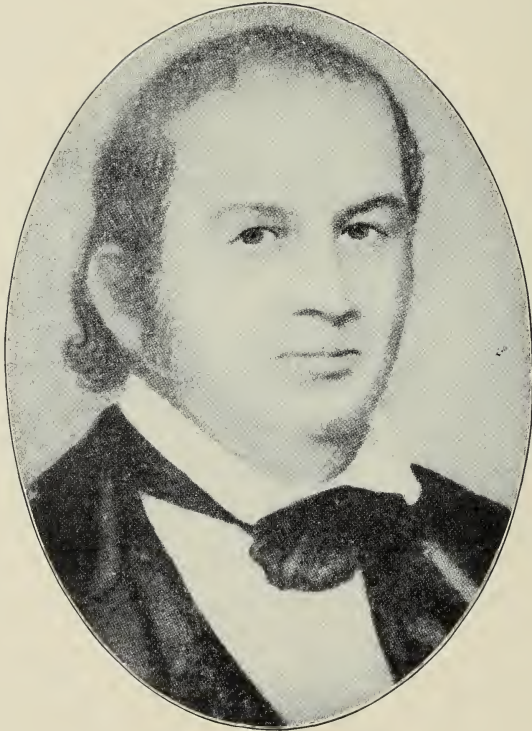
And will the wealthy individual have no retribution? And what will this be? 1. The peopling his neighborhood with honest, useful and enlightened citizens, understanding their own rights and firm in their perpetuation: 2. When his own descendants became poor, which they generally do within three generations,

(no law of primogeniture now perpetuating wealth in the same families) their children will be educated by the then rich, and the little advance he now makes, while rich himself, will be repaid by the then rich, to his descendants when they become poor, and thus give them a chance of rising again. This is a solid consideration, and should go home to the bosom of every parent. This will be a seed sowed in fertile ground. It is a provision for his family, looking to distant times, and far beyond that he now has in hand for them. Let every man count backward in his own family, and see how many generations he can go backward before he comes to the ancestor who made the fortune he now holds; most will be stopped at the first generation, many at the second, a few will reach the third, and not one in the state go beyond the fifth.

"A system of general instruction, which shall reach every description of citizens, from the richest to the poorest, as it was the earliest, so will it be the latest of all the public concerns in which I shall permit myself to take an interest. Nor am I tenacious of the form in which it shall be introduced. Be that what it may, our descendants will be as wise as we are, and will know how to amend and to amend it until it suits their circumstances. Give it to us, then, in any shape, and receive for the inestimable boon, the thanks of the young and the blessings of the old, who are past all other services but prayers for the prosperity of their country, and blessings to those who promoted it."

Permit me to ask you gentlemen; if these are the sentiments of a monopolist, devoted exclusively to the aggrandizement of a particular and favorite institution: Where is the man whose heart is so cold as not to grow warm at the recital of views like these? The name of this great and good man, will descend with his works to the latest times, and will be hailed with rapturous enthusiasm by the friends of liberty and learning, in every quarter of the civilized globe.

(The publication of this matter in the paper owned by Governor Coles at this time shows the intimate relations of Jefferson and Coles to the Illinois free school act of 1825. F. G. Blair.)



Nathaniel Pope

NATHANIEL POPE'S SERVICES TO EDUCATION.

(The words here attributed to Mr. Pope are taken from a pageant entitled "The Light Bearers" written by F. G. Blair).

Nathaniel Pope Speaks:

As our Republic should expand from sea to sea
 From the northern lakes to the southern gulf,
 With its widely differing conditions of soil
 And climate, I clearly saw the danger of
 Division and disunion darkly foreshadowed by
 The rising cloud of slavery.
 If Illinois were bounded on the north by a
 Line drawn east and west through the southernmost
 Extreme of Lake Michigan, as provided
 In the Ordinance of the Northwest Territory,
 With its only commercial outlet the Mississippi,
 Its interests and connections would inevitably
 Lie to the southward, and when the impending
 Storm of slavery should break,
 It would go with the southern states,
 If, however, its boundaries were stretched northward
 So as to include a part of the western
 Shore line of Lake Michigan, thus making
 Possible a connection of the Great Lakes
 With the Great River, Illinois, thus created,
 Would tend to hold together the interests of
 Indiana, Ohio, Pennsylvania, New York and
 The states of the east with the states of the
 Southland, possibly preventing the disaster of
 Disunion. Congress was convinced of the soundness
 Of the argument and added to the new state a
 Territory out of which was to be carved twelve
 Large, rich and populous counties, and in
 Which the great metropolis was to arise,
 Stretching its arms of influence and power
 Throughout the nation and around the earth.
 But I also saw clearly that no commonwealth
 Is created by the arbitrary act of determining
 Its area and fixing its boundaries.
 The real commonwealth must be created in
 The minds and hearts of its future citizens
 Through universal education. I therefore
 Urged upon Congress that in addition
 To the sixteenth section of every township
 Set aside for establishing and maintaining
 Common schools and in addition to the two
 Townships set aside for encouraging seminaries
 And colleges, Illinois should receive three per cent
 Of the sales of public lands for the
 Encouragement of general education
 And the establishment of a university.
 In Ohio and Indiana five per cent of these
 Sales had been set aside for the building
 Of good roads. I urged that good roads
 Would come in their time but that education

Could not wait; that lands were plentiful
 And cheap, and it would therefore be difficult
 To secure immediate revenues from these land grants.
 Here again the Federal Congress yielded to my
 Argument and the State of Illinois was
 Formed to bind together the east and the west,
 The north and the south, and to hold aloft
 The light of learning throughout its
 Borders and throughout the nation.

NATHANIEL POPE'S GREAT SERVICE IN CONGRESS.

The Congressional Record.

"STATE OF ILLINOIS.

"The House resolved itself into a Committee of the Whole on the bill to enable the people of Illinois Territory to form a constitution and state government, and for the admission of such state into the Union on a footing with the original states.

"Mr. Pope moved to amend the bill by striking out the lines defining the boundaries of the new states, and to insert the following:

'Beginning at the mouth of the Wabash river; thence up the same, and with the line of Indiana to the northwest corner of said state; thence east with the line of the same state to the middle of Lake Michigan; thence north along the middle of said lake to north latitude 42 deg. 30 minutes; thence west to the middle of the Mississippi river; and thence down along the middle of that river to its confluence with the Ohio river; and thence up the latter river along its northwestern shore to the beginning.'

"The object of this amendment, Mr. P. said was to gain for the proposed state, a coast on Lake Michigan. This would afford additional security to the perpetuity of the Union, inasmuch as the state would thereby be connected with the states of Indiana, Ohio Pennsylvania, and New York through the Lakes. The facility of opening a canal between Lake Michigan and the Illinois river, said Mr. P., is acknowledged by every one who has visited the place. Giving to the proposed state the port of Chicago, (embraced in the proposed limits), will draw its attention to the opening of the communication between the Illinois river and that place, and the improvement of that harbor. It was believed, he said, upon good authority, that the line of separation between Indiana and Illinois would strike Lake Michigan south of Chicago, and not pass west of it as had been supposed by some geographers who had favored us with maps of that country; and, Mr. P. added, that all of the country north of the proposed state, and bounded by Lakes Michigan, Huron, Superior, and of the Woods, and the Mississippi river, must form but one state, Congress being restricted by the ordinance of 1787 from erecting more than five states in the Northwestern Territory.

This motion was agreed to without a division.

Mr. Pope then moved further to amend the bill by striking out that part which appropriated the state's proportion of the proceeds of

the sales of the public lands to the construction of roads and canals in said state, and to insert the following:

"For the purposes following, viz: Two-fifths to be disbursed under the direction of Congress in making roads leading to the state; the residue to be appropriated by the legislature of the state for the encouragement of learning, of which one part shall be exclusively bestowed on a college or university."

"Mr. P. said that the fund proposed to be applied for the encouragement of learning had in the other new states been devoted to roads; but its application had, it was believed, not been productive of the good anticipated; on the contrary, it had been exhausted on local and neighborhood objects, by its distribution among the counties according to their respective representation in the legislature. The importance of education in a Republic, he said, was universally acknowledged; and that no immediate aid could be derived in new counties from waste lands was not less obvious; and that no active fund would be provided in a new state, the history of the western states too clearly proved. In addition to this Mr. P. said nature had left little to be done in the proposed state of Illinois in order to have the finest roads in the world. Besides, roads would be made by the inhabitants as they became useful, because the benefits are immediate; but not so with endowment to schools. The effects of these institutions were too remote. Nor would the interest of the United States be impaired by this plan. The land on the roads was generally private property before the opening of the road; and the benefit resulting to the United States from the stipulation would be found alone in the exemption from taxation for five years of lands sold in the state.

This motion was also agreed to without a division; and after receiving some further amendments, the most important of which was one moved by Mr. Taylor, to exempt the soldiers' bounty lands in the state from taxation for three years—

The Committee rose and reported the bill to the House, and it was ordered to be engrossed as amended, and read a third time, *nemine contradicente*."

(From "Annals of the Congress of the United States," Fifteenth Congress, First Session, 1818, p. 1678.)

ACT OF CONGRESS, APRIL 18, 1818.

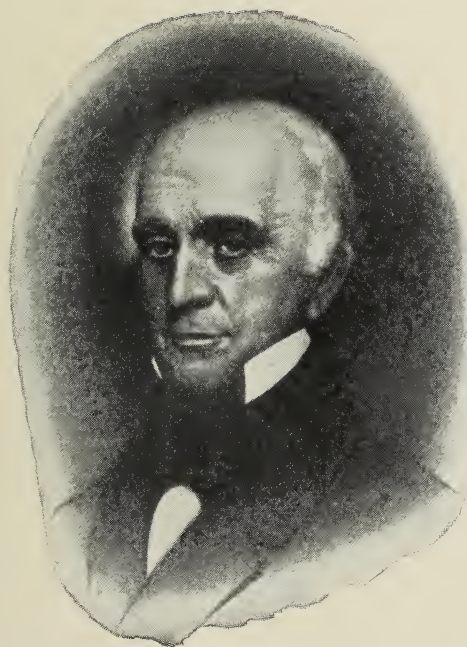
Enabling the people of Illinois to form a State Constitution.

First. The section numbered 16 in every township, and, when such section has been sold or otherwise disposed of, other lands equivalent thereto, and as contiguous as may be, shall be granted to the state, for the use of the inhabitants of such township, for the use of schools.

* * * * *

Third. That five per cent, of the net proceeds of the lands lying within such state, and which shall be sold by congress, from and after the first day of January, 1819, after deducting all expenses incident to the same, shall be reserved for the purposes following, viz: two-fifths to be disbursed, under the direction of congress, in making roads leading to the state; the residue to be appropriated, by the legislature of the state, for the encouragement of learning, of which one-sixth part shall be exclusively bestowed on a college or university.

Fourth. That 36 sections, or one entire township, which shall be designated by the president of the United States, together with the one heretofore reserved for that purpose, shall be reserved for the use of a seminary of learning, and vested in the legislature of the said state, to be appropriated solely to the use of such seminary by the said legislature:



Edward Coles

GOVERNOR EDWARD COLES.

(The words here attributed to Governor Coles are taken from a pageant entitled "The Light Bearers" written by F. G. Blair).

Governor Coles Speaks:

Born in Virginia just one year before
 The organization of the Northwest Territory,
 It was my good fortune as a boy
 To listen to my father and Thomas Jefferson
 Talk of this vast region, once a part of my native state.
 They spoke of its great resources and
 Its great opportunities. Not, however,
 Until I was a college student
 Did I read those glorious words of the great
 Ordinance dedicating it forever
 To the cause of freedom and education.
 "From the time I was able to reflect
 Upon the nature of political society
 And of the rights appertaining to man,
 I have not only been principled against slavery,
 But I have had feelings so repugnant
 To it as to decide me not to hold them;
 Which decision has driven me from my native state
 And with all my relations and friends."
 As soon as Mr. Jefferson and other
 Leaders of southern thought
 Became convinced that the south and my
 Beloved Virginia would never embody the
 Great principles of the Declaration of Independence
 In their constitutions and abolish the curse of slavery,
 I deliberately chose for myself and my children
 The ennobling atmosphere of freedom and education
 In a new and uncultured region
 Rather than stultification of my conscience
 And sense of justice in my old home.
 I completed my plans for moving to Illinois in 1819.
 Selling my estates inherited from my father,
 Taking some household goods, farm machinery and slaves,
 I started in immigrant wagons
 To the source of the Ohio river.
 There I purchased two flat bottom boats.
 Lashing them together and loading on them
 The slaves and all my belongings,
 We started down the Ohio.
 Just below Pittsburg, believing that
 We were in free territory, I called
 The slaves before me and in as impressive
 A manner as possible I informed them
 That they were free. Upon evidences
 Of fear and distress from some
 I told them I had arranged upon my
 Arrival in Illinois to give a farm
 To each head of a family and to
 Make ample allowances for all others.

Naturally enough, it was this very act of mine
 Which aroused against me the bitter hatred
 Of the pro-slavery forces in Illinois.
 Slowly, reluctantly, becoming convinced
 That these slavery elements, encouraged
 And aided by certain influences in the south,
 Were organizing secretly to force the call
 Of a new constitutional convention,
 In the hope of fastening upon Illinois
 The very curse that had driven me from Virginia,
 And believing that I should be in a more
 Advantageous position to fight this menace,
 I became a candidate for Governor in 1822.
 My election drove the slave forces
 Into the General Assembly in a desperate
 Effort to secure the calling of an election
 For the convening of the constitutional
 Convention. Through as black a piece
 Of legislative trickery as ever disgraced
 A state, they succeeded in securing enough
 Votes to issue a call.
 Then began the real battle for freedom
 In this new commonwealth.
 When it was over, Illinois had declared
 To the nation and to the world
 That it was dedicated forever to the
 Cause of free men and free institutions.
 Knowing full well that in the same way
 That ignorance is essential to slavery,
 Education is essential to freedom,
 I formulated the following recommendations
 To the General Assembly:
 "There is no recommendation therefore
 More due from my station than that
 Of a competent provision for the education
 Of the rising and future generations
 In the several branches of useful knowledge."
 Through the effective leadership of
 Senator Joseph Duncan, a bill
 Embodying some of the ideas and vision
 Of Thomas Jefferson, and specifically
 Providing the means for establishing
 A statewide system of free public schools,
 Was passed by both Houses of the General
 Assembly and signed by me on January
 Twenty-fifth, eighteen hundred and twenty-five
 When that measure became a law I had reason
 To believe and rejoice that Illinois had
 Driven out the darkness of savagery and slavery
 And had placed herself securely on the rock of
 Universal freedom and universal education.

FROM THE FIRST MESSAGE OF GOVERNOR EDWARD COLES TO THE LEGISLATURE.

Statement on Education.

December 6, 1822.

"Whilst we bestow these just praises on the political system under which we live, it is one of our first duties to keep in mind that its preservation can be no otherwise secured than by cultivating in the mass of society that intelligence and virtue on which such a system rests. There is no recommendation, therefore, more due from my station than that of a competent provision for the education of the rising and succeeding generations in the several branches of useful knowledge and for maintaining the public morals in their purity, and I trust that the subject will be thought by the legislature to merit all the attention which I ask for it."

THE SECOND MESSAGE OF GOVERNOR EDWARD COLES TO THE LEGISLATURE.

Statement on Education.

November 16, 1824.

After making detailed recommendations about the seminary section of land he speaks as follows on the subject of schools and general education:

"There is no subject claiming the attention of the legislature of more vital importance to the welfare of the State and its future generations and respectability than the provisions which should be made for the education of the rising and succeeding generations. Intelligence and virtue are the main pillars in the temple of liberty. A government founded on the sovereignty of the people and resting on and controlled by them can not be respectable or even long endure unless they are enlightened. To preserve and hand down to the continuous line of generations that liberty which was obtained by the valor and virtue of our forefathers, we must make provisions for the moral and intellectual improvement of those who are to follow us and who are to inherit and have the disposal of the inestimable boon of self-government. The United States has made a most liberal provision in land for township schools and a university. But, from the present superabundance of lands, these will not be productive of large revenues for many years to come; they should, however, be strictly husbanded as a rich source from which to supply future generations with the means of education. In the meantime, would it not be wise to make legal provisions to assist in the support of local schools?"

COLES' APPRAISEMENT OF HIS WORK.

"In Illinois, which was separated from Indiana, and organized first as a Territorial Government in 1809, and then as a State Government, and was admitted into the Union in 1818, the strife was continued with more or less violence. It was strongly dis-

played in the election of the convention to form a constitution for the new State, when an effort was made before the people, and a still greater one, in the Convention, to authorize the toleration of slavery in the State. In this its advocates failed, but not despairing of ultimate success, they continued their efforts until 1822, when it was made the controlling question in the election of that year. And although I, the anti-slavery candidate, was elected Governor, the Legislature wanted but one member to have a majority of two-thirds in each House, in favor of submitting the question to the people whether there should be a convention called for altering the constitution; this one member was obtained in what I consider an unprecedented manner. Thus the question was submitted to the people under the influence of a two-thirds vote of the Legislature. Under the provisions of the constitution of 1818, when two thirds of the members of each House of the Legislature should submit the question to the people, if a majority of the voters at the next election should be in favor of it, a convention was to be called to revise the constitution.

The introduction of slavery was not openly avowed by all the advocates of a convention, as the object in view, but it was well known to be so, and not denied by many, though there were certainly other objections to the constitution of 1818, which had their influence in increasing the desire for a convention to alter it. When this question came before the people, it produced peculiarly intense excitement always attendant on the agitation of the question of the extension of slavery; and which in this case was increased by the manner in which it had passed the Legislature; and the advantage intended to be taken of a temporary inequality in the representation, whereby portions of the State favorable to slavery would have a greater influence in the convention than they were justly entitled to. Having been placed in the lead, by the station assigned me, and my opinions and feelings being so warmly opposed to slavery as to make me leave my native state (Virginia), I soon placed my pen and exertions in requisition, and brought them to bear, doing all I could, personally and officially to enlighten the people of Illinois, and prevent their making it a slave holding State. I trust I shall meet with indulgence from the zeal I have always felt in the cause, for adding, that it has ever since afforded me the most delightful and consoling reflections, that the abuse I endured, the labor I performed, and the anxiety I felt, were not without their reward; and to have it conceded by opponents as well as supporters, that I was chiefly instrumental in preventing a call of a convention, and making Illinois a slave holding State. We were sustained by a majority of about 1600 votes of the people, at the general election in August, 1824; and thus terminated the last struggle, the last effort of the slave party, to defeat the wise and philanthropic purposes of the Ordinance of 1787.

(History of the Ordinance of 1787—by Edward Coles, Read Before the Historical Society of Pennsylvania, June 9, 1856. Pages 26-27.)



Joseph Duncan

GOVERNOR JOSEPH DUNCAN.

(The words here attributed to Governor Duncan are taken from a pageant entitled "The Light Bearers" written by F. G. Blair).

GOVERNOR DUNCAN:

Mr. Chairman and Gentlemen:

Having been absent from the State a Greater part of the last seven or eight Years in performing my duties as a member Of the Federal Congress, I have found It impossible to possess myself with such An acquaintance with the affairs of state As will enable me to present such a view Of them as I would wish.

However, as suggested by your chairman, I have long been and am today deeply Concerned in the cause of general education, One of my last proposals in Congress Was that one-third of the entire proceeds Of the sales of public lands should be Given directly by the Federal Government For the cause of public education.

Unfortunately, that proposition did not Prevail. I am pleased, Mr. Chairman, At this time to express certain ideas and Sentiments which I entertain and which I hope at the proper time to present as A recommendation to the General Assembly Of this commonwealth.

"In all ages, and under every circumstance, Education has decided the relative Greatness of men and nations. Placed Beyond its genial influence, man becomes A savage, and a nation, a wandering Band of lawless depredators. Education Under all forms of government, constitutes The first principle of human happiness; And especially is it important in a Country, where the sovereignty is vested In the people. Entertaining such views In eighteen hundred and twenty-five While a member of the senate, I submitted (in a preamble to a bill, For the establishment of free schools,) A sentiment, and still considering It sound and just, I beg leave to quote The following extract:

"To enjoy our rights and liberties, We must understand them; their Security and protection ought to be The first object of a free people, and it Is a well established fact that no nation Has ever continued long in the enjoyment Of civil and political freedom, which was Not both virtuous and enlightened, and

Believing that the advancement of literature
 Always has been and ever will be the
 Means of developing more fully the
 Rights of man—that the mind of every
 Citizen in a republic is the common
 Property of society, and constitutes the
 Basis of its strength and happiness,
 It is therefore considered the peculiar
 Duty of a free government, like ours,
 To encourage and extend the improvement
 Of the intellectual energies of the whole.’
 Since then, I have reflected much on the
 Subject, and am more fully convinced
 That such a policy is perfectly consistent
 With the rights and interest of every
 Citizen, and that it is the only one
 Calculated to sustain our democratic
 Republican institutions; in fact, general
 Education is the only means by which
 The rich and the poor can be placed upon
 The same level, and by which intelligence
 And virtue can be made to assume its
 Proper elevation over ignorance and vice.”

GOVERNOR JOSEPH DUNCAN.

Message, 1834.

A government like ours, controlled and carried on by the will of the people, should be careful to use all the means in its power to enlighten the minds of those who are destined to exercise so important a trust. This and every virtue connected with the virtue, elevation and happiness of man and the character and prosperity of our state and of our common country, calls upon us to establish some permanent system of common schools by which an education may be placed within the power, may if possible, secured to every child in the state. As the first establishment may from want of experience be attended with difficulty and loss, it may be found most expedient to commence the system while the funds are small so that when they increase we may have acquired experience by which they may be employed more judiciously.

The state also has at its disposal a considerable fund for the establishment and support of colleges—institutions of a more liberal character (although of less vital importance than a system of common schools) and are second only to them in importance. Nor can the inestimable value of education be properly appreciated until provision is made for instruction in the higher branches of literature. The subject is one whose importance will doubtless recommend it to your serious consideration.



UNIVERSITY OF ILLINOIS-URBANA

379.14IL61S1825

C001

CENTENNIAL CELEBRATION OF THE ENACTMENT



3 0112 025306785